

# The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE  
LIBERTY TEACHERS' ASSOCIATION

VOLUME 23

No. 5

## Educational and Civic Ideal

One and the Same Thing

A democracy is what its people make it, and therefore it depends on how it makes its citizens. It follows that its educational ideal must be the same as its civic ideal, aiming at a combination of freedom and self-discipline. Both rest on a twofold conception of duty—the duty of the State to the individual, and that of the individual to the State. The first can only be fulfilled if the best education that is available is put at the disposal of every child, so that he may grow up to enjoy the freedom of a developed mind; just as we are bent on providing him later in life with freedom from unemployment, poverty, and a sordid environment.

Editorial, **BRITAIN TODAY**,  
November, 1942.



*JANUARY, 1943*

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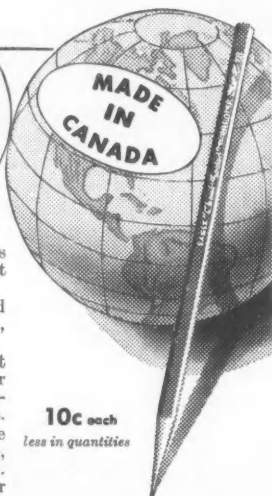


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# The A.T.A. Magazine



Official Organ of The Alberta Teachers' Association

MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor  
Imperial Bank Bldg., Edmonton



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## EDITORIAL

### IN THE GLASS HOUSE

THE following statement was reported as made at the recent Trustees' Convention: "Their organization (the A.T.A.) has secured to it ample funds levied and collected to it at the expense of others."

Rather an easy statement to make; what does it mean? Does it imply that the money of the A.T.A. is paid by other than the teachers, or does it mean that it costs the teachers nothing to make the levy?

As a matter of fact the teachers themselves pay every cent of the levy, and to that extent are at a serious disadvantage compared with, let us say, the members of the Trustees' Association. When the teachers meet together they have to pay their own way either by a personal expenditure or from the funds of their own Association which of course are contributed by themselves alone. But when the trustees come to convention, do they pay their own expenses? Not at all! Even if any of the funds were to come from the Trustees' Association, the funds of that organization have not been forthcoming from the personal pockets of the trustees: that fund comes from the pockets of the taxpayers of Alberta. Section 120 of The School Act says:

120. (1) The Board of every district shall at its discretion have power,—

- (h) to pay the expenses of any members of the Board, or of any officials or employees thereof, incurred in attending any convention of school trustees or any other educational convention or conference;

**T**AXPAYERS might feel an interest in examining the financial statements of the school districts of the Province to discover just how much of the taxpayers' money is swallowed up by trustees of the Province in traveling at public expense to attend conventions, also the amount of fees paid from public funds to the Trustees' Association. The schedule of fees paid by trustee boards, levied by the Alberta School Trustees' Association, is set forth below. Collected also at the expense of others—yes, and paid by others—it ensures their organization a not inconsiderable fund.

#### FEES

The annual fee payable to the Association (Alberta School Trustees') shall be:

(a) The Public School Boards of the Cities of Edmonton and Calgary, each .....	\$190.00
(b) The Separate School Boards of the Cities of Edmonton and Calgary, each .....	65.00
(c) The Public School Boards of the Cities of Lethbridge and Medicine Hat, each .....	125.00
(d) The Separate School Boards of the Cities of Lethbridge and Medicine Hat, each .....	40.00
(e) The Public School Boards of the Cities of Drumheller, Red Deer, and Wetaskiwin, each .....	65.00
(f) The Separate School Boards of the Cities of Drumheller, Red Deer, and Wetaskiwin, each .....	25.00
(g) The Boards of Town Districts not previously herein specified, each .....	40.00
(h) The Boards of Village Districts, each .....	15.00
(i) The Boards of Consolidated School Districts, each .....	25.00
(j) The Boards of Division Districts—each such Board at the rate of \$25.00 for each sub-division contained within the Division.	
(k) The Boards of Rural Districts, each .....	5.00
(l) Divisional Associations, each .....	5.00
(m) Inspectorate Associations, each .....	5.00

So far as we are aware, the expenses of the trustees while attending conventions are not paid out of the proceeds of the above levy; they come out of the common public pot also, whereas, when teachers attend their own convention they "pay their shot" themselves, traveling expenses and all.

**A** GAIN, there is constant carping by the trustees' conventions at all teachers being required to pay their fees to the Association. Well, listen to this:

#### THE ALBERTA SCHOOL TRUSTEES' ASSOCIATION ACT

- 7.—(1) The members of the association may, and, subject to section 8 hereof, on and after the first day of January, 1940, SHALL be,—
- the Board of Trustees of each town district in the Province of Alberta;
  - the Board of Trustees of each village district in the said Province;
  - the Divisional Board of each school division in the said Province;
  - the Board of Trustees of each consolidated school district in the said Province.



So all trustees of the Province automatically become members of the Association and have their fees paid by the taxpayers. A closed shop? Not at all, eh?

**W**HY should the trustees constantly dig at the teachers on account of their Association fees being, as they call it, "collected at the expense of others?" Just who collects the membership fees for the Trustees' Association? This regulation passed by order-in-council and appearing in *The Alberta Gazette* of March 15, 1941, gives the answer:

The Department of Education shall, at the end of the June school term, retain from the grant payable to each and every school district or school division under *The School Grants Act* an amount equal to the amount of the annual fee payable by such school district or school division pursuant to such by-law as may be passed under the authority of Section 9 of *The Alberta School Trustees' Association Act* and shall pay over the amount so retained to the Secretary-Treasurer of the said Alberta School Trustees' Association, and such amount, when paid over as aforesaid, shall be deemed to have been a payment made to such school district or school division on account of the grant payable to such school district or school division for the said school term.

So, if imitation be the sincerest form of flattery, the A.T.A. is being complimented by the Trustees' Association in that the latter have imitated us by having incorporated an exactly analogous provision for collection of fees in their own Act as is to be found in *The Teaching Profession Act*, 1935. Then criticism of us from trustees on this score must obviously be entirely out of place, if not hypocritical to the nth degree.

"People who live in glass houses should not throw stones."

### POVERTY PARADE

**W**E quote below an editorial from *The Provost News*. It seems to us it packs more punch, is more trenchant than anything relating to educational support that we have seen for a long time in any Alberta newspaper. We heartily agree with the sentiments expressed therein, particularly where the editor says:

Most of what Mr. Spencer says in his pamphlet (*The Case for the Alberta Trustee*) is doubtless true. But I don't like it anyway, because it is not the whole truth. Agitating for a fairer system of raising public revenue is good work. But merely pleading poverty is a pre-war habit that should be abandoned. Three successful war loans should by now have taught us to see the difference between drifting and duty—and to put first things first.

We have no quarrel with Mr. Spencer or anybody else who suggests that the procuring of the wherewithal for the support of education by direct taxes on land is unsatisfactory. The A.T.A. has never taken any other position than that the greatest drawback to education is that the financial support is too dependent upon direct local taxation on land, and that the grants for education from provincial revenues are inadequate. Furthermore we have urged first, last and all the time that the Dominion Government should stop "beating about the bush" and dodging their responsibility to embark on an extended programme of federal grants for education so as to guarantee uniform educational

opportunities for every young citizen of Canada, whether he live in Alberta or Prince Edward Island, or in any part of any Canadian Province. We agree with the editor of *The Provost News* that "the people of Alberta are not busted yet", that there is the wealth in most of the school districts of the Province at the present time to support a more adequate education programme, to provide for more generous teachers' salaries than at the present time—yes, and this from the present taxation system now in effect. Nevertheless we do concede that there are a few areas in the Province where such is barely possible.

A NEWSPAPER clipping in one of the Edmonton dailies entitled "Hog Production in Area Worth \$30,000,000; New Peak is Attained for District in 1942" shows the public that from one farm product alone—hogs—in one district of the Province \$30,000,000 in cold cash accrued to farmers in 1942—thirty per cent more than for 1941. If this one year's increase in the proceeds from hogs alone in this one district had been put into school taxes it would have provided much more than sufficient money to finance all the rural schools throughout the Province of Alberta for more than one year—salaries, administration, capital charges, everything.

### PUT FIRST THINGS FIRST

*The Provost News*, December 2, 1942

Entitling it "A Case for the Alberta School Trustees," Henry Spencer, of the Alberta School Trustees' Association, has issued a 24-page pamphlet to show that the people of Alberta are so greatly overtaxed that they cannot afford to increase teachers' salaries, except to the extent that increases in provincial grants make the same possible.

This is presumably in answer to the Vegreville district teachers, who went on strike when the Trustees' Association refused to accept the recommendation of an arbitration board.

The trustees want to pass the buck to the province. The province, in turn, wants to pass the buck to the dominion, and says in "The Case for Alberta" printed when the Sirois Commission toured Canada: "If all children in Alberta are to receive uniform educational opportunities the province will have to give increasing aid. This it cannot do without being relieved of other obligations. It is proposed therefore that the Dominion Government embark on an extended program of education."

And in the meantime, rural schools find it hard to get or keep competent teachers.

We can all agree with the statement that Canada is interested in establishing and improving Democracy and certainly in the opinion of the average citizen education is the greatest of all agencies for accomplishing this purpose.

It sure is. We are fighting a WAR now to prove it. And, next to victory education comes second in importance.

Most of what Mr. Spencer says in his pamphlet is doubtless true. But I don't like it, anyway, because it is not the whole truth. Agitating for a fairer system of raising public revenue is good work. But merely pleading poverty is a pre-war habit that should be abandoned. Three successful war loans should by now have taught us to see the difference between drifting and duty—and to put first things first.

The people of Alberta, Henry says, can't afford to pay teachers a living

wage. They can, however, spend more than two million dollars a year on picture shows (\$2,183,840 in 1940 exclusive of tax).

They can't afford to pay teachers a living wage. They can, however, spend about \$3¼ millions a year on gasoline tax (\$3,221,775 in 1940); to say nothing of about \$27 millions a year on gasoline the consumption of which was 83,808,689 gallons in 1940, an increase of 23 million gallons over the year 1936.

They can't afford to pay teachers a living wage. They could, however, pay about a cent apiece in 1940 for about 777½ million cigarettes, as well as buy about 3,125,423 pounds of tobacco at \$1.50 a pound and up.

According to the Canada Year Book, taxation within school administrative units in 1940 was \$2,684,262; government grants \$1,870,413; and the total current revenue \$10,712,978.

The people of Alberta are not busted yet.

When Mr. Ilsey comes around for his next big Victory Loan, our people will again meet his demands. And in the meantime a slice of their cigarette and picture show money would give the teachers a square deal.

### THE VEGREVILLE SETTLEMENT

**T**HE Vegreville teachers, and particularly their overworked Executive, undoubtedly will breathe a sigh of relief at not having the same old higgie-haggle over salaries bob up again during the current year.

The inquiring teacher will ask just what has been secured by the teachers under the new settlement over and above what the board had decided upon paying under the schedule imposed by them last fall.

The amount of money according to the settlement for the annual salaries of the 62 certificated teachers will be .....	\$67,843
Annual payroll under the Board's proposed schedule was .....	59,780

Thus it will be seen that the increase is ..... \$ 8,063  
or 13.5 per cent approximately.

In the light of the above we leave it to our members to decide whether or not the struggle has been worthwhile to the Vegreville teachers and whether or not the final result will be beneficial to the teachers of the Province as a whole. There is no doubt whatsoever in our mind.

**M**EMBERS should also note that the Trustees' Association phalanx of a maximum minimum of \$840 has been pierced—in fact there is a break-through: Strawberry Division is paying \$900, Vegreville \$916.35, Smoky Lake are offering considerably more than \$840 minimum, and several other School Divisions are adding a cost of living bonus to the \$840. It is immaterial if the initial salary be camouflaged by calling it an \$840 minimum plus some more money (even if the added amount be labelled a cost of living bonus). The fact remains that the teacher's salary is the money paid him, and if it is divided into two sections, X and Y, it still follows, from a well-known geometrical axiom, that the whole can not be less than the sum of its parts.

Tribute in maximum measure is due to be tendered to Dr. McNally, Deputy Minister of Education, for his untiring and effective efforts in securing a settlement, by all parties concerned: teachers, trustees, parents and pupils. The battle is over, we shake hands with the Vegreville divisional school board and expect that they will in future extend to us the full co-operation which the A.T.A. is prepared to tender to them.

♦ Full details of the Vegreville settlement appear elsewhere in this issue.

## EROSION OF EDUCATION

WHATEVER may be said as to the merits or demerits of the controversy between the school trustees and the teachers of the Province over salaries, one benefit at least accrues therefrom: public interest has been stirred up and some of the newspapers of the highest standing and widest circulation have given publicity to the question. We have particularly in mind a series of five articles published in *The Calgary Herald* written by their columnist, Mr. R. J. Needham. It is with pleasure that we are able to record a developing tendency on the part of newspapers in dealing with this trustee-teacher problem to get away from the bickerer's atmosphere and reveal in proper focus the difficulties of all parties. This *The Calgary Herald* set forth to do in Mr. Needham's series of articles entitled "Teachers, Taxes and Trustees", and did a first class job, dealing unprejudicially with all sides. Editorials published contemporaneously in *The Herald* and reprinted below left no doubt but that the charge is justly leveled, not only at the Province and the trustees, but at Canada as a whole, of "Squeezing the Nickels on Education."

### SQUEEZING THE NICKELS ON EDUCATION

IN THE Dominion of Canada last year 19,000 school teachers made salaries of less than \$12.50 a week. This figure offers some clue to the manner in which the Canadian people are approaching the subject of education, and it suggests also one reason why the general level of education in Canada is a great deal lower than it ought to be. Canadians are trying to get education over the bargain counter, and trying to pay teachers on the same scale as the most menial kind of labor.

It won't work. It won't work in Canada as a whole, and it won't work in the Province of Alberta, where the standard of rural teachers' salaries has been a subject of heated controversy for the last generation.

Today there appears in the *Herald* on page 5 the first of a series of articles on rural teachers and their salaries, written by a member of the *Herald's* staff. These articles bring out the fact that, considering the importance of their work, teachers in Alberta are underpaid.

They are underpaid in the sense that the work they are doing offers the only way to a better kind of Canadian life. There is no alternative to the long, slow, infinitely wearisome process of schooling; no great improvement can take place in Canadian life without a decided improvement in the general standard of education. This is particularly true in rural areas, which have long been denied the cultural and educational facilities which are taken for granted in the cities.

Only the rural teachers can do this job. And you cannot get the kind of teachers who are best fitted for this work, and will devote their hearts and minds to it, on salaries of \$700-\$900 a year.

The Herald does not suggest that the farm people of Alberta should pay higher taxes for education generally, and teachers' salaries specifically. They are carrying a heavy burden of taxation already.

But the Herald does suggest that if the provincial government can operate treasury branches at a fantastic loss every year, and a so-called "Social Credit Board" whose expenses run into thousands of dollars, and if they can produce a \$2,600,000 surplus in the first six months of 1942—then they can make some improvement in the salaries of rural teachers.

Furthermore, it is the obvious duty of the federal government to show a much greater interest in education than it has done so far, and to back up this interest with financial grants which will make it possible for rural teachers everywhere in Canada to do a first-class job and be proud of their work.

The Calgary Herald, Wednesday, November 25.

**P**ROFESSOR John Hughes, head of the education department at McGill University, Montreal, had this to say in a recent radio broadcast: "Our teachers leave teaching for better-paid jobs, not from personal preference or greed for money, but simply from sheer economic pressure."

Prof. Hughes was drawing attention to the gradual erosion of education throughout Canada, where teachers are flocking to join the services or to take jobs in war industry. This condition is particularly evident in the rural areas of Alberta, and is discussed in the series of articles now appearing in The Herald, on the subject of rural teachers' salaries in this province.

The Canadian people, as a whole, have never taken a generous attitude towards education. What is worse, they have never taken a national attitude towards education. There is no such thing as Canadian education. There is Alberta education, Ontario education, Quebec education, and so on. Sectionalism and lack of national solidarity are the inevitable result.

The federal government has left the matter of education completely in the hands of the provinces, financially and in every other way. As a result, there are the grossest disparities between the provinces as regards the educational opportunities available for children. Teachers' salaries, especially in the rural areas, vary from mediocre in some provinces to disgraceful in others. The New Brunswick child in elementary school gets \$30 worth of education per year; the Toronto child in elementary school, \$100.

Education, like health, has been the orphan child of Canadian society. Money spent on school and teachers and education generally has been spent grudgingly, nickel by nickel, dime by dime, as if education were something wasteful, foolish, an extravagance. Yet—if we really want to have a democracy based upon responsible citizenship—we ought to regard education as the very foundation of our country, its people and its future. We ought to regard money spent on education as the finest investment of all, an investment in the future of our own Canadian people.

Money spent on education is money saved: for ignorance, in the long run, is a great deal more expensive than education. Squeezing the nickels on education is a good policy for the tyrants and herrenvolk of this world: mass ignorance is what keeps them going. But it isn't a good policy for us. So long as Canadian education is run on bargain-basement principles, just so long will the Canadian schools turn out great masses of bargain-basement citizens, the product of bargain-basement teachers.

Teachers in England are getting nearly twice as much as teachers in Canada. Fighting Russia's new greatness is founded foursquare on a policy of generous educational opportunities for all: a policy whose results may be clearly seen today at Stalingrad. Canada can take a tip from these two countries, and start giving rural teachers the kind of encouragement they deserve. The rural areas of our country might then start getting the kind of teachers they deserve.

—The Calgary Herald, Saturday, November 28.



### GERALD F. MANNING M.A.

It is with pleasure that we announce the recent promotion of Gerald F. Manning, M.A., to the principalship of the Calgary Normal School. It falls to the lot of an officer of the Teachers' Association to contact more teachers in the province than possibly any other person. Meeting the teachers of the province who have sat at the feet of Mr. Manning, one cannot but be aware of his popularity, the high respect in which he is held by them, and of his effectiveness in giving instruction and filling them with educational and patriotic idealism.

He is an Old Country boy, trained in the Bristol University Training School and in the Coventry School of Art. In 1911 he journeyed far afield to Alberta and his roots stuck deep down in the new land. He taught in rural, village and town schools in the Calgary district until 1915 when he was appointed as instructor at the Camrose Normal School. On the closing of the Camrose Normal School he was attached to the staff of Edmonton Normal School and leaves that

position to take over his duties succeeding Dr. Swift as Principal of the Calgary Normal School.

He studied at the University of Chicago in 1916 and 1920 and secured his B.Ph. degree in 1920. He did more than put in time at Columbia University, and secured his M.A. degree from Alberta in 1924.

He has been a man inclined at all times not to confine his activities purely to his professional job. For years he has been a member of the Edmonton Education Society and at present is a member of the Institute of International Affairs.

All in all, Gerald Manning is a first-rate fellow, widely experienced, able, sincere, an artist by temperament and a strong organizer, possessing plentiful store of that most uncommon quality, common sense.

Everybody who knows him joins in voicing the hope that his pathway to further success and promotion will continue open and unimpeded.

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# Teachers and Reconstruction

BY J. C. HEWSON, PH.D.,  
Superintendent, Castor School Division

Canadian teachers are asking what they may do to prepare their pupils and themselves to participate in the great task of reconstruction which will begin with the peace which recent victories lead us to hope is not too far distant. A few suggestions are here offered for consideration.

Reconstruction in the post-war period will be both material and spiritual. In Europe and much of the rest of the world cities will be pulverized, epidemics will be raging, and the people starving. Experts estimate that if the war lasts until 1944 half of the population of the occupied countries will have perished. Food, medicine, machinery, and materials of many kinds for the physical rebuilding of Europe must be supplied by those countries with available resources, principally Canada and the United States. Plans for the economic reconstruction of Europe are well advanced under the leadership of Vice-President Wallace of the United States with the help of refugee European governments. But supplying food and materials and the men to distribute them is not sufficient. We must send leaders to help rebuild a peaceful, orderly world. In contrast to the Treaty of Versailles the new peace will be economically easy but politically severe. In most of Europe governmental functions will be closely supervised for many years. Meanwhile an army of leaders and teachers must undertake the task of mentally and spiritually rehabilitating the people. In Germany and the lands Germany has occupied, the Nazis have undertaken systematically to exterminate teachers, so that these lands may well return to savagery unless teachers are sent to them. In Ger-

many itself, after years of Nazi ideology, nothing less than a basic change of mentality must be attempted.

It is in the selection and training of those who are to do this work that teachers have their greatest opportunity to help the work of reconstruction. Who are the people who should form the reconstruction army, and how will they be trained? If we believe that the salvation of our world lies in a revitalized democracy purified by "blood, toil, tears, and sweat," it follows that the leaders and teachers who go to Europe will be zealous missionaries of democracy. Louis Adamic in his *Two-Way Passage* proposes that immigrants and their descendants, carefully selected and trained, be sent back to the lands of their ancestors to help the people build a free, federal scheme of government for the whole continent. Originally regarded as fantastic, this proposal is now being considered seriously by responsible leaders. It is thought that these people know the languages and customs or can learn them more quickly than others, and that they would inspire confidence more readily. Proficiency in European languages will be a particular asset as will be a wide understanding of the customs and culture of the peoples among whom the teachers will work.

But whether those who go abroad are of native or immigrant descent, the most important qualification of the reconstruction worker will be his zeal for democracy. This will also be true of those who guide our own land in the post-war years, and indeed of all citizens of a democracy. The one duty of a teacher which is important



above all others is therefore to teach democracy. Many misguided educators have argued that to attempt to indoctrinate children with the virtues of democracy is an imposition from above and therefore a negation of democracy. Nazi and Fascist dictatorship have appealed to youth by offering them a great program, a world-embracing plan. If democracy is to survive and realize our hopes it too must be presented to youth as a great hope and a great program to which they may devote their lives. Democracy is hard to define, but it has four chief aspects. It is first of all a form of government by which the people rule and which guarantees certain rights and liberties of the individual and imposes in turn certain specific responsibilities. It has secondly an economic aspect in that we now recognize that a democracy must guarantee economic security to all of its citizens. Thirdly, democracy expresses the great principle of human equality, and finally it recognizes the supreme worth of the individual human being and places his rights above those of property or state. Democracy is then not so much a system as a great political, economic, social, and moral faith to which we must be loyal.

When we attempt to teach loyalty to democracy we find ourselves at a disadvantage as compared to the dictators because our loyalty must be to intangible values and ideals rather than to persons or even to institutions. But the school, through its curriculum and the example of its own organization and administration, must provide the experiences through which loyalty to democracy may develop. The pupil must understand and appreciate the long struggle of man to achieve individual and political freedom. There must be frank discussion of the dire effects of privilege and unrestricted economic activity and an understanding of the necessity of working out an economic

democracy to crown and supplement political democracy. In this way the curriculum of the school should help to establish an ideal of democracy as a practicable world program.

Other aspects of teaching democracy are more indirect but not less effective. The school must explore the abilities of each pupil and provide a program which will enable him to develop his physical and mental powers to the full. In this way he achieves a feeling of competence and is encouraged to believe that whatever his ability he can do something of value. In its organization and conduct the school must exemplify social equality, sympathy, and understanding. Within its walls there can be no discrimination based on position, wealth, race, nor religion. Democracy demands absolute equality of opportunity to receive that education most suited for each individual pupil. By precept and example the children of a democracy should learn to detest cruelty, injustice, and persecution. Through a gradual relaxation of adult authority and a corresponding assumption of responsibility for his own conduct within the limits of his understanding, the pupil acquires the self-discipline which is the greatest strength of democracy. The school must develop an appreciation of the democratic method of free discussion, criticism, and group decision. Curriculum and teaching methods should offer frequent opportunity for the use of this process and for learning the skills necessary for its use. The school should strive to develop a respect for the qualities of leadership and an understanding of the privilege and responsibility of the franchise. One of the most important duties of the citizens of a democracy is to recognize and place in positions of importance people of ability, training, and character; and having placed them there, to follow intelligently their leadership. The leaders who go to Europe



must be able to distinguish good leaders or would-be-leaders from bad. We must also place less emphasis upon individual success and foster wider attention to social welfare and the common good. The school must try to raise a generation eager to serve community, country, and mankind.

To the extent that teachers succeed in this task they will contribute their full share to post-war reconstruction both at home and in those devastated areas to which men and women strong of heart, devoted in spirit, and single in purpose must go to rebuild and revive, to encourage and guide the new leaders brought forth in those lands by the travail of war.

## French Language Scholarships

Two language scholarships of the value of \$165.00 each are offered for each of the years 1943, 1944, and 1945, by the Carnegie Corporation to Alberta students who desire to attend the University of Western Ontario Summer School for French conducted at Trois Pistoles, Quebec.

These scholarships are offered with the double object of bringing together students of different provinces and different outlooks and also of giving those students an exceptional opportunity of acquiring a practical knowledge of the French language.

The scholarships are open to undergraduates, to High School teachers, and to young university instructors in the Province of Alberta. Application for the scholarship, addressed to the Registrar, University of Alberta, not later than March 1, should contain particulars of the candidate's age and place of birth, also a statement of his academic career and of his reasons for wishing to attend the school at Trois Pistoles.

January, 1943

## The LETTER BOX

Dear Teachers:

Prominent in *The A.T.A. Magazine* for the last few years has been the slogan (?) "Higher Salaries for Teachers." This, in most cases, is quite legitimate. I would like to call your attention to another thing concerning the profession—the pension scheme.

We believe the government, through the Department of Education, were paying Thirty Dollars per month to ex-teachers who were deserving this.

Since *The Teachers' Retirement Fund Act* has been passed the amount is Twenty-five Dollars. Do you think this amount is high enough? The cost of living has gone up, and your salaries have gone up.

I know of an ex-teacher who has had six operations in the last few years. The doctors' and hospitals' fees have eaten up his money.

You have influence with the Board of Administrators of the Teachers' Retirement Fund. Ask them to give us a break. Thank you, teachers. Thank you, board.

ONE OF 'EM.

Dear Sir:

I enclose herewith Postal Note for One Dollar (\$1.00) for which please send me *The A.T.A. Magazine* for one year. If copies of the issues of September, October and November are still available I would be pleased to receive them.

Though it may still be some time before I can rejoin my profession, I still plan to teach again, for I firmly believe that the kind of world for which we are now fighting requires citizens whose training must begin in the schools. Education will be one of the most vital and potent forces in forming our new world. I want to keep at least a little in touch with educational affairs in the province; hence wish to receive *The A.T.A. Magazine*.

Best wishes to the Association and those of my former fellow workers still actively engaged in teaching.

Yours truly,

R77680 Flt. Sgt. W. S. Potter,  
R.C.A.F.

137 Third Ave., Ottawa.

Dear Sir:

I should like to comment on a letter by E. C. Chute, appearing in the November issue of your Magazine.

F/O Chute writes concerning post-war rehabilitation and what seems to him to be the futility with which many organizations are trying to deal with that problem.

"Futility" is the right word. They agree that security depends upon jobs for all. But jobs for all depend upon industry functioning at top speed. And it is doubtful, to say the least, if jobs for all would be possible even then. The chances are that industry will take a slump after this war, instead of speeding up. Yet reconstruction committees, that of the Federal Government included, propose, as the first step in reconstruction, jobs for all.

In the final analysis, what is the purpose of jobs? Once again it might be asked, "Are jobs a means to an end, or are they an end in themselves?" Is the purpose to produce enough food, clothing and shelter for all, or is it to produce—jobs? If we were able to produce more goods than we used before the war—and even then we did not produce enough jobs for all—can we find no way of distributing them except through jobs?

Mr. Chute hopes that the time will come when money will be found to "pay worthy students to continue their education . . . whether their parents can foot the bill or not." If the people so will it, that time will be found immediately after this war.

Mr. Chute wonders what efforts the government has put into "handling the coming surplus of teachers after the war."

Many of the teachers who were in the profession before the war had no desire to stay there. Heaven forbid that that condition continue and be aggravated after this present war. Many of the teachers would not have been teaching if opportunity had been allowed them to gain their livelihood in other occupations. And many of the best teachers would have continued teaching if they had been able to earn a suitable living at their work.

It is the old ogre again—insecurity. The forced scramble for jobs, the number of which is diminishing, while the amount of goods produced per worker has steadily increased.

Our planners know no way, or if they do are unwilling to consider any, of distributing goods except, primarily, by creating jobs.

Moreover, it is quite possible, and even probable, that they will find none but futile ways, until we, the people, realize that our representatives and our government are our servants to do our bidding, and we tell them that we want the goods which industry can produce in abundance distributed to us.

What shall we, the people, tell them? Perhaps something like this: "We know Canada has vast resources which, if properly developed, will provide an abundance of goods and services. We want that abundance produced and distributed equitably to give every Canadian economic security with the maximum of freedom. We want adequate wage scales, family allowances, increased retirement pensions and security against destitution in unemployment. We want fair prices, lower taxes, and the best possible health and education services."

Mr. Chute and teachers, can you think of some practicable steps for reconstruction in a democracy—where the people get what they want, not what planners choose for them? It all depends on the people, doesn't it? That is, if we want a democratic kind of system.

Teachers, give us your thoughts on the matter.

AC2 HAMILTON, D.S.  
R.C.A.F. Detachment,  
Mount Allison University,  
Sackville, New Brunswick.

## New Secretary for A.S.T.A.

Mr. A. G. Andrews of Sedgewick, former U.F.A. member of the Alberta Government for 14 years, and more recently a member of the Alberta Trustees' Association Executive, has been appointed permanent secretary of that Association. He succeeds Mrs. A. H. Rogers of Edmonton, who resigned after serving for more than twenty years.

Mr. Andrews is opening permanent A.S.T.A. offices in the Tegler Building, Edmonton, in accordance with the decision of the A.S.T.A. convention to embark on a programme of expansion.

Photograph of Mr. Andrews appears on page 27.

The A.T.A. Magazine

# Physical Fitness and Canada's Greatness

By DR. E. A. HARDY, O.B.E.

## Some Facts

1. 44% of the first 100,000 or more recruits for military service in Canada were physically unacceptable for active military duty. (Hon. Ian Mackenzie).

A writer in the current N. E. A. Journal states that the U.S.A. record was even worse.

2. 50,000 men in our industries every day are unable to work, on account of illness. (Hon. Ian Mackenzie).
3. 200,000 persons in Canada are daily unable to carry on their usual vocations on account of illness.

4. One of the large cities in North America with 100,000 school children and with a high record for attendance and punctuality has annually total absences of over 1,000,000 school days, which equals 100 empty class rooms every school day of the year. Most of this is due to illness.

5. Statisticians estimate the cost of sickness in Canada to be at least \$300,000,000 per annum, a very large part being preventable.

6. Statisticians estimate that the cost of sickness and untimely deaths means at least one billion dollars per annum to Canada, largely preventable.

7. To combat this dreadful toll of disease and death and waste, Canada spends about \$7,000,000 a year in prevention measures. Of that seven millions the Dominion Government spends about one million, the Province of Ontario about one million, and the balance is distributed among provincial and local governments.

8. The 27 cities and 3 urban townships of Ontario spend about \$2,100,000 per annum for the public health services covering 1,775,000 people. i.e. an average per capita of say \$1.20 per annum, or an average of about one-third of a cent a day for each person.

These are the progressive municipalities of the province, away ahead of the 800 other municipalities in regard to public health.

By contrast the average worker in any of these municipalities is sick from 3 to 5 days and industrial statistics indicate 9 days for the worker in industrial plants.

## Some Conclusions

Now add up these facts just noted. Do they make sense? Canada possesses, presumably, as intelligent a population as exists in the world. But is there much evidence of intelligence applied to the problem of sickness in the above facts?

The annual income of Canada may reach the unprecedented height of six billions this year. And out of that we are spending huge sums for war purposes. And we are talking about a billion dollars in the third Victory Loan subscriptions. Such a response to the call of the country in its hour of need would be magnificent.

But here we are, year after year, losing one billion in sickness and untimely death, much of it preventable and apparently doing little or nothing about it. Does that make sense?

## Some Suggestions

1. Every teacher and every teachers' organization should become informed on this health situation. The Ministers of Health at Ottawa

and all the provincial capitals will send you on request the annual reports of their Departments and answer your questions about the cost of sickness and kindred topics.

2. Every teacher should be thoroughly informed as to the relation of food to health. All the leading nutritionists today believe that health is directly related to food. They believe that health may be good, better or maximum, largely through proper diets. You can't have maximum health without the proper diet for maximum health.

It is perfectly obvious that every teacher should so revise his or her diet that he may have as nearly maximum health as possible.

3. In communities of any size there should be some organization to challenge the attention of the community to this appalling waste due to sickness and untimely death.

Every municipality has a Board of Health and a Medical Officer of Health. A local organization should build up around the M.O.H. a strong support for the extension of public health services to the limit of that community.

4. Public health consciousness on the part of the general public would arouse Canada to action so that advanced legislation would be passed nationally and provincially. It may be taken for granted that every government will respond to active public opinion and that every government is anxious to lead in advanced legislation for public welfare, if they were sure of public support.

Resolutions in support of advanced public health legislation should be sent from every organization in your community to the Prime Minister of Canada. These resolutions should be supported by as many personal letters from individual members as possible. A flood of such resolutions and letters descending on the Prime Min-

ister of Canada would assure him of the readiness of Canada to approve of advanced health legislation.

5. The Canadian Teachers' Federation at its annual meeting in Toronto last August gave a cordial reception to Dr. Gordon Bates, General Director of the Health League of Canada, as he presented his message in regard to the health of Canada. A resolution of approval was passed and another resolution suggested that teachers throughout Canada might lead in the formation of local branches of the Health League of Canada in their communities.

There are branches now in Vancouver, Ottawa, Toronto, Montreal, Quebec, Sherbrooke, London, St. Catharines, Niagara Falls and Welland, and other cities in Ontario are giving consideration to forming Branches.

But there are many other cities and many towns and other communities throughout Canada where Branches could be organized if some one would inform himself or herself on this great problem and take an active lead. Write the General Director, Health League of Canada, Dr. Gordon Bates, 111 Avenue Road, Toronto.

#### A Word In Conclusion

Two great facts may be noted in conclusion: First, Canada must do its utmost to win the war. Second, Canada must be prepared to be one of the active leading nations in world reconstruction. Is there any other nation in the world which is better situated to help in guiding the destinies of the new world to be?

Here are great, solemn and incapable facts. Can any Canadian teacher fail to see them, and fail to act? And can any individual teacher fail to see his responsibility for building up a Canada so physically fit that it can render a maximum service and eliminate all possible wastage of human and material resources?

# The Vegreville Settlement «

## REPORT OF SALARY COMMITTEE

The following is the substance of the settlement in the Vegreville strike:

The school board shall pay to each of its certificated teachers an annual salary comprised of the sum or several sums and yearly increases thereon to which the position, experience and qualifications of such teacher shall entitle him or her according to the following schedule:

### Clause I—Initial Salary

The initial or basic annual salary shall be the amount arrived at by adding to \$840 the cost of living bonus hereinafter provided.

A cost of living bonus at the annual rate of \$76.35 shall be paid;

Provided that a variation at any time of not less than two points in the cost of living index published by the Dominion Bureau of Statistics shall accordingly increase or decrease this bonus by 45c per point per month.

### Clause II—Annual Increments\*

In addition to the basic annual salary provided in Clause I the following yearly increments shall be paid:

2nd year, nil; 3rd year, \$75; for the following five years, \$40 per year; followed by two annual increments of \$50 each.

### Clause III — Allowance for Experience\*

Previous experience within the Province of Alberta shall entitle teachers to the same increase on the basic salary as if continuously employed by the Board.

### Clause IV—Special Allowances\*

(a) For supervision \$50 per room for each room other than the Principal's own room.

(b) For a University Degree

\*From the award.

(when used for High School work) \$100.

(c) For a Junior Certificate, \$25 and for a Senior Certificate a further \$25, both of these allowances being subject to the recommendation of the Superintendent and the subsequent approval of the Board.

### Clause V—Substitute Teachers, Temporary Teachers, and Teachers Holding Lapsed Certificates:\*

Such teachers shall be paid at the basic rate of the teacher substituted for.

This schedule shall become effective September 1st, 1942.

It will be noted that the final adjustment is on the basis of the arbitration award with the exception of the initial or basic salary. The award provided for a minimum of \$925: the settlement provides for \$916.35. The difference is less than \$9 per teacher per year. The amount of money provided under the new scheme for the certificated teachers (N.B. The salaries of Normal School trainees do not figure in this picture) totals 99.2 per cent of what would be required to pay such certificated teachers according to the arbitration award. There is this to be said however: although the arbitration award was "shorted" four-fifths of one per cent, the understanding is that the settlement shall continue in effect indefinitely—until the end of June 1944 at least, whereas there were no strings whatsoever attached to the arbitration award as to the settlement continuing in effect for any specified period.

We would like to pay tribute to Dr. McNally, our Deputy Minister of Education, for his kindly and sagacious offices as mediator in bringing about a settlement in the Vegreville strike.



Dr. W. H. Swift

## New Chief Inspector

No teachers who are acquainted with or know intimately Bill Swift would feel disposed to criticize his recent appointment as Chief Inspector of Schools of the Province, a vacancy caused by the death of E. L. Fuller. As one looks at his record of experience and achievements it is evident that he has just what it takes to fill his new and very responsible position.

He has run the whole gamut from teacher of a rural school, assistant high school teacher in a town school, principal of a town school, Dean of Residence and high school instructor in a Provincial School of Agriculture, inspector for the Department, Normal School instructor, principal of a Provincial Normal School and Summer School director.

Not only has Dr. Swift carried through with success his professional duties but he has also had the wider citizen's point of view. As a youth he served as Premier and Speaker of

the Older Boys' Parliament of Alberta and while serving as inspector in Athabasca he was a member of the Town Council.

After securing his elementary and high school education in Tofield, he entered the University of Alberta and graduated with a Bachelor of Arts degree in 1924, secured his Master of Arts degree in 1927 and his Master of Education in 1930, holding a graduate fellowship in the University of Alberta during 1929 and 1930. While Normal School instructor at Camrose, he took a year's leave of absence to attend Stanford University and completed the requirements for Ph.D. in 1942.

Dr. Swift's unimpeded progress from the bottom to the top rung of the ladder has been markedly rapid. He has been highly respected for his efficiency and sterling worth, both as a man and a teacher, from the time when he first started as a rural teacher in Westlake School on through the years until the present when he leaves the principalship of Calgary Normal School to assume his new duties.

He is of genial, energetic disposition, nevertheless his quiet and unassuming manner does not disguise the underlying strength and forcefulness.

Possibly no position in the Department of Education nor in the educational system lends itself more to exerting beneficent influence on that system. No man can be so much in touch with the field men—the superintendents and inspectors—who are the immediate officers for interpreting the course of studies and inspiring, or otherwise, the rank and file in the classroom.

The Chief Inspector of Schools should and must serve as a flaming torch, so to speak, setting afire with enthusiasm each inspector plowing his own lonely furrow within his respective territory.

Dr. Swift's wide knowledge of edu-

cational philosophy, educational systems and courses of study in effect in all parts of the world, together with his high academic standing, will later prove that the high hopes and confidence placed in him will not have been misplaced. He is a quick thinker and, when necessity arises, can act with precision and quick determination.

Here's wishing him luck!

## A Few Cold Truths

ON the cover of the October issue of this Magazine prominence is given to a sentence in which the Rev. R. R. Wicks indicates what is, in his opinion, the difference between a disciplined and an undisciplined mind. The former, he says, naturally is inclined to seek the truth; the latter, to hold an opinion. That His Reverence of Princeton University chapel is a Modernist may be taken for granted—only those who hold ultra-liberal theological views are now eligible for appointment to clerical positions in American universities of the Princeton class. Being a Modernist, Mr. Wicks glories in the fact that he is the possessor of what he delights to refer to as an "open mind". As such, he trails along behind the ultra-materialistic scientists, adjusting himself, as he goes, to their purposes and ideas.

One feels sure that an open mind is, in the opinion of Mr. Wicks, the outstanding and almost exclusive characteristic of scientists and Modernists. But is this really so? Let representative men from among the two classes answer.

"It may be," writes Sir Oliver Lodge, "that science sees only one half, because it is blind to the other half." *Hibbert Journal*, Vol. 1.

Professor Krogh of Copenhagen, addressing scientists at Harvard University, said, "We fondly imagine we

are impartial seekers of the truth, but with a few exceptions, to which I know I do not belong, we are influenced and sometimes strongly by our personal bias and we give our best thoughts to those ideas we have to defend." *Science*, August 30, 1929.

When Haeckel pleaded guilty before the Jena University court of systematic fraud when endeavoring to place the recapitulation theory on a firm basis, he added, "I should feel utterly condemned and annihilated by the admission, were it not that hundreds of the best observers and most reputable biologists lie under the same charge. The great majority of all morphological, anatomical, histological, and embryological diagrams are not true to nature but are more or less doctored, schematized, and reconstructed." "For decades," says Professor M. de Cyon in his book, *God and Science*, "this mountebank (Haeckel) has imposed on the international public as a king in the world of thought."

But we must not ignore the scientists of our own continent. Early last November J. F. Sanderson, Canadian staff writer at Washington, D.C., was telling us in the columns of our daily papers that the long battle between the Wright Brothers and the Smithsonian Institute has at last been amicably settled. The question in dispute was whether the Wright Brothers or Professor Langley, a former secretary of the Smithsonian, should be recognized as being the first to construct an airplane in which a successful flight was made. J. F. Sanderson writes as follows: "Now comes Dr. Charles G. Abbott, director of the Smithsonian, with apologies to the Wright Brothers and an acknowledgment that his institution . . . permitted mistaken loyalty to lead it astray from the path of truth and science."

Let us now see how duplicity flourishes in Modernistic circles.



Ample evidence may be found in *A Guide to the Study of the Christian Religion*, a book of considerable size by a champion of the Modernist cause, Gerald B. Smith. On page 489 Mr. Smith writes: "If a theologian does actually depart from the authorized content of doctrines, he has to meet the traditional feeling that he is a traitor to the cause. So strong is this feeling that a religious man today is almost inevitably compelled to adopt an apologetic method of setting forth new doctrines. He is led to use the familiar terms and phrases, so far as possible, and to make what he holds to be true seem as much like the orthodox doctrine as possible.

New meanings are thus smuggled in under familiar labels."

As quotations already bulk large in this article because of its nature, I shall, I hope, be pardoned for including the following as a suitable comment on the Modernist lack of candor: "I find it hard to trust clever people who are not also candid; above all, I distrust their cleverness. . . . I have never met a candid person who could justly be described as stupid. Usually the first thought of stupidity is to conceal. It is the cunning person who is invariably the stupid person, for it is impossible to be fog others without befogging one's own soul."

NEMO.

## A GREAT LIVESTOCK CENTRE

"Live stock handled in Edmonton during 1942 represented the tremendous increase over the previous year of more than \$11,000,000. The total 1942 figures were \$42,711,608 which makes this city one of the greatest, if not the greatest, live stock centre in Canada.

"Business was particularly heavy in hogs, the total value of which, handled during last year, was \$32,572,494. Other types of live stock handled here were: Cattle \$7,900,292; calves, \$1,787,066, and sheep, \$439,549.

"Average prices paid for the animals in 1942 was considerably higher than in the previous year. Cattle averaged \$73.32 in 1942 and \$55.83 in 1941; hogs rose to \$24.46 from \$19.60; calves from \$18.40 in 1941 to \$22.11 last year, and sheep from \$7.32 to \$8.83.

"There were 939 head of horses, 49,776 sheep, 72,796 calves, 107,743 head of cattle and 1,428,418 hogs marketed in 1942.

"Edmonton's constant expansion, as a metropolitan city, is shown in every field. No permanent factor is playing a larger part in this expansion than the growth of the stock-producing industry." — *Edmonton Bulletin*, January 13, 1943.

Since the editorials "Poverty Parade" and "Erosion of Education" were written, the above report has been published in the

editorial columns of the *Edmonton Bulletin*, showing how the increased financial returns for 1942 over 1941 on another farm product, live stock, handled in the City of Edmonton amount to no less than \$11,000,000.

The territory north of a line drawn east and west through Red Deer would roughly be the area covered—one-half of the Province. According to the last report of the Department of Education the following are the approximate total expenditures for rural schools for the whole Province:

School Divisions.....	\$ 4,703,114
Rural Districts outside	
Divisions .....	287,969
Rural High Schools .....	18,051
Consolidated Schools in Rural	
Areas .....	262,291
Total .....	\$ 5,221,425

Calculating one-half of this total as being the expenditures on rural schools of the northern part—one-half of the Province—we get \$2,610,713 as the approximate total cost of rural education in the area herein referred to. Nor does the whole of this \$2,610,713 spent come from school taxes; a large proportion comes from the Government in the form of grants. It is apparent, therefore, that the increased revenue for 1942 over 1941 from live stock amounts to over four times the total cost of the education of the children of those engaged in the live stock industry. All of which, of course, emphasises the soundness of the editorial by *The Provost News* appearing on page 4. Yes, Alberta rural residents certainly have the wherewithal—these days anyway—to support a more generous programme of education and provide more generous salaries for their teachers. The only question that arises is whether or not our system of taxation for educational purposes provides a satisfactory method of tapping the pockets of the taxpayers.

—Editor.





## Association Announcements

### EXECUTIVE COUNCIL ELECTION, 1943.

Locals are requested to note that nominations for election of the Executive Council of this Association for 1943-44 must be received at Head Office, on or before March 23rd, 1943.

#### Eligibility of Members to Vote

By-law No. 31 states:

"Every member of the Association shall be entitled to vote for the President, Vice-President, and for the Geographic Representative of the district in which his school is located."

#### Eligibility of Members for Election to Executive Council

By-law No. 34 in this regard reads:

"In order to be eligible as a candidate for election to the Executive Council, a member shall have been in good standing in the Association or other affiliated organization of the Canadian Teachers' Federation in every case where membership was a possibility, for not less than four complete, successive years immediately preceding his nomination as a candidate for election; provided that a period of unemployment as a teacher during such successive years shall be deemed to be a period of membership for the purposes of this By-law."

**President:** In order to be eligible for election to the office of President, the candidate shall previously have served as a member of the (Provincial) Executive Council. The President may be selected from the Province at large.

**Vice-President:** The Vice-President may also be selected from the Province at large.

**District Representatives:** Each nominee for election to the office of District Representative must

teach in his own geographic district.

#### How to Nominate

Any Sub-local, through its own councillor, may suggest to the executive council of its Local, the name of any proposed candidate for election as President, Vice-President and District Representative. A general meeting of the Local, or the executive council thereof, by resolution in meeting assembled, must make formal nomination or nominations and transmit to Head Office the nomination in the form prescribed by the Executive together with the acceptance of the candidate or candidates. All Locals may nominate from the Province at large for the offices of President and Vice-President; and for District Representative, one candidate from the geographic district concerned.

### GEOGRAPHIC DISTRICTS

#### North Western Alberta Constituency

—All schools situated within the area covered by the following School Divisions: Grande Prairie, Spirit River, Peace River, McLennan, Fairview; and the area from Slave Lake East to, and including, Smith.

#### Edmonton District Constituency—

All schools situated within the City of Edmonton and the boundaries of the following School Divisions: Pembina (north to, but not including, Smith), Lac Ste. Anne, Stony Plain, Clover Bar, Sturgeon, Edson (and west to B.C. border).

#### North Eastern Alberta Constituency

—All schools situated within the area covered by the following School Divisions: Athabasca, Smoky Lake, Lamont, Two Hills, Vegreville, St. Paul, Bonnyville and all territory outside the boundaries of any School Division north of the North Saskatchewan River, east of the fifth meridian.

**Central Western Alberta Constituency**—All schools situated within the area covered by the following School Divisions: Olds, Red Deer, Rocky Mountain, (and west—Brazeau line), Stettler, Ponoka, Wetaskiwin, Camrose, Strawberry.

**Central Eastern Alberta Constituency** All schools situated within the area covered by the following School Divisions: Vermilion, Holden, Killam, Wainwright, Provost, Castor, Neutral Hills, Sullivan Lake, Acadia, Berry Creek.

**Calgary District Constituency** — All schools situated within the City of Calgary and the area covered by the following School Divisions: Wheatland, Calgary (and west—Canmore-Banff line), Foothills, Bow Valley, E. I. D., Drumheller.

**Southern Alberta Constituency**—All schools situated within the Cities of Medicine Hat and Lethbridge and within the boundaries of the following School Divisions: Pincher Creek and (west—Crow's Nest Pass), Macleod, St. Mary's River, Lethbridge, Taber, Foremost, Cypress, Tilley East.

#### RESOLUTIONS FOR PRESENTATION TO THE ANNUAL GENERAL MEETING

As in the case of nomination of candidates for election to the Executive Council, there are two ways by which resolutions for consideration by the Annual General Meeting may be sent forward:

1. By authority of a General Meeting of a Local Association;
2. By authority of a resolution passed by the executive council of a Local Association.

This procedure may be briefly outlined: a certificated Sub-local may pass a resolution and forward it to the executive council of its Local Association which, of course, has the privilege of adopting or rejecting it; but a Sub-local has no power to remit direct to Head Office resolutions which have not previously been submitted to and approved by its own executive council. Of course, the

Local secretary and not the Sub-local secretary should send in resolutions to Head Office.

**Resolutions must be received at Head Offices not later than March 13, 1943. (Before if possible.)**

After receipt, resolutions will be printed and sent out to all accredited Locals in order that their delegates may be instructed by resolution of the Local or its executive council, as to how they are to vote at the Annual General Meeting to represent their Local. Arrangements should therefore be made for each Local or its executive council to meet between April 9th and the Annual General Meeting.

## C.N.E.A. OFFERS OPPORTUNITY IN HEALTH RESEARCH

The following is taken from a letter written by Mr. C. N. Crutchfield to the A.T.A.:—

At the Victoria Conference of the Canada Newfoundland Education Association the following request came from that body to the Canadian Council of Educational Research:

"THAT the C. N. E. A. request the Research Council to draw up suitable standards for health activities as they effect school children in various communities and transmit them to the various provincial Departments of Education with the request that they be considered."

Dr. LaZerte, Chairman of the Research Council has asked me to write to you to find out if there is anyone in your Province who is desirous of undertaking this job of research. If the proper person can be found Dr. LaZerte will apply for a grant-in-aid from the Council.

It is understood that anyone undertaking this work cannot use the material gathered for a thesis towards a Doctor's or Master's Degree.

#### STATEMENT RE VEGREVILLE STRIKE FUND

As at January 7th, 1943.

Total amount of salaries paid during November (62 teachers) .....	\$5325.36	
Total amount of salaries paid during December .....	4463.87	\$9789.23
Amount received from Locals .....	2829.59	
Less exchange .....	2.49	2827.10
Borrowed from A.T.A. Savings Account .....	4000.00	6827.10
Bank Overdraft .....		\$2962.13

# The Teacher and The Canadian Nutrition Programme

By ARMINA M. JOHNSTON, B.A.

The drive for better nutrition for Canadians is in full swing. Nutrition Services, ably headed by Dr. L. B. Pett, Provincial Councils, and Local Committees, are carrying out carefully laid plans. The press across Canada is responding with timely articles and editorials in order to assist in this campaign which aims to awaken a national consciousness of the importance of nutrition in fighting a war, in building a nation, in attaining individual health and happiness. Perhaps there could be no better time for teachers to do a little careful stock-taking in this matter of nutrition.

For more than twenty years the schools have been teaching the best practical knowledge available on this subject.

After teaching carefully planned lessons on proteins, carbohydrates, vitamins and minerals, we may have acquired a certain complacency on the subject. We may have shared in the common belief that malnutrition might be a problem in the Orient and other parts of the globe, but certainly not in Canada! Then dietary studies began to reveal the true picture, and the results of medical examination of volunteers for the armed forces drove the unpleasant truth home that malnutrition is common in Canada. Somehow the things we so carefully taught did not get across into the eating habits of the nation. Why? The easy answer is that it is a matter of economics and that the teacher can't do anything about that. That, however, is only a part of the truth.

Add to the foregoing reason the tenacity of custom and the fact that malnutrition may seriously affect the

health of the individual without being obvious and we have begun to understand the difficulties which lie in the path of building a national concept of optimum nutrition.

It is only when we understand difficulties that we can begin to solve them. This was the reason for creating in November, 1941 a new branch of the Department of Pensions and National Health; this was the reason for setting up Provincial Nutrition Councils to which province-wide organizations were invited to send representatives. Each representative is expected to report back to the larger group which he or she represents.

The representative of the A.T.A. attended these conferences with one objective, that of finding out how the teachers of the Province might give the best assistance. The answer to that question is beginning to take shape and the following conclusions are respectfully presented for the consideration of each member of the A.T.A.

This matter of nutrition is a national problem which is sufficiently important and urgent to warrant the co-operation of every teacher. It increases in importance and urgency as the inevitable shortages of certain foods demand adjustments and substitutions. The problem should not be left as though it were the special field of teachers of Health and Home Economics. Every teacher should have authoritative and up-to-date information on the subject and should teach this in every possible course. Certainly the subject lies within the fields of Science and Social Studies. Teachers of Art and English can make use of it in posters, essays and rhymes. It

offers possibilities for applied mathematics and affords a most fruitful topic for the activity programme.

We should to some extent at least try to foresee and prepare for probable results of wartime conditions by giving the information which will be of practical use in meeting those conditions. For example, we should drive home the importance of buying Canada Approved flour, and bread made from that flour. The importance of this may be more fully realized by giving some thoughtful consideration to a statement recently made by Dr. George Hunter, Professor of Biochemistry, University of Alberta. Dr. Hunter said: "In ordinary times about 25% of our calories comes from flour. Before we are through with this war probably some 50% of our calories will be derived from flour." How necessary, then, it is to give the public the education which will lead to a demand that Canada Approved flour be used in bakeries and that it be used in such a way that the additional nutrition in the flour is not destroyed!

Another example of the importance of foresight in times like these may be cited in the importance of growing, and canning, and storing the largest possible quantity of fruits and vegetables. These should be ready to take the place of those we may not be able to buy in tins, or may not be able to import. This means planning now, not when the shortage is here.

The Canadian Council on Nutrition has set up the Canadian Nutrition Programme from which this excerpt is quoted: "It is up to a local committee covering a city, town or rural area, to carry out the Canadian Nutrition Programme." If such a local committee is functioning, the teacher or teachers in the community should give it every possible assistance. If none is in existence, the most important work a teacher can do is to take steps which will lead to the formation

of such a group. The Alberta Provincial Department of Health will furnish information and help you.

No part of a teacher's work is wasted. Each bit of effort becomes a part of the Canadian pattern, but perhaps we may be forgiven if sometimes we feel that there is a remoteness in the service we give our country. Here is one of the places where the ordinary teacher, even as you or I, may render a direct service.

Your representative on the Alberta Council on Nutrition asks to be pardoned for ending this report with an appeal.

Will you as an individual teacher lend your enthusiasm and personal assistance to the carrying out of the Canadian Nutrition Programme?

## VEGREVILLE

### *A Victory*

(Item from the Vegreville Observer, Wednesday, January 6, 1943.)

The Observer has another letter on hand referring to the teachers' strike, but, as we indicated in the issue of December 23rd, we can see no point in any further argument. The strike is settled and there is no use continuing any controversy about it.

The proposals of the Department of Education, which will be made effective in one way or another, show that the teachers chalked up a victory. Maybe they did not get all they asked for; but it is a fair bet that they got more than they expected. As a matter of fact, the Observer knows that a compromise might have been effected on easier terms.

It is very probable that the taxpayers of the Division will not regard the settlement with any enthusiasm as there is no doubt that school taxes will be boosted to some extent; but they cannot help themselves at all. Neither can the Divisional Board.

# President's Newsletter - -

Dear Fellow Teachers:—

Undoubtedly all of you are acquainted with the fact that the Vegreville Divisional strike has been settled. The final proposal of settlement was



J. A. Smith

made by the Department of Education; it was first accepted by the Vegreville Local Executive and then referred to the Provincial Executive for endorsement. That it was a great victory cannot be claimed by anyone. The basic salary in the Vegreville Division is approximately nine dollars less per year than that established by the arbitration award. On the other hand it is seventy-six dollars above the rate offered by the Divisional Board. The one sad feature of the whole affair, though, is that nearly eighteen hundred children were deprived of two months' schooling just because the trustees charged with the responsibility of keeping the schools open refused to pay a decent living wage to their teachers.

That such drastic action was necessary to secure only what is fair certainly must convince everyone that the time has been reached for the establishment of a provincial commission to investigate the whole matter of school taxation and teachers' salaries. The teachers in the Vegreville Division are now being paid increased salaries, but what about the rest of the teachers in the Province? Have we not reached the point where the whole salary situation must be considered on a provincial basis rather than on a local one? Can any-

one tell me why the children of a poor Division are taught by a teacher whose services are only worth nine hundred dollars, while the children in a wealthy division are taught by a teacher whose salary is far above nine hundred dollars? Is it not to be expected that under normal conditions fully qualified and experienced teachers will tend to seek positions in better paid districts? Surely such a situation cannot be permitted to continue much longer. Our Association has always stood for equal educational opportunity for the children of this Province. We stand ever ready to co-operate with any move which tends to bring this aim about.

There has been some comment recently in our Magazine and elsewhere concerning the duties of the members of the Provincial Executive and the duties of the General Secretary. At the Christmas Executive meeting this matter was given some attention. Your Executive, along with the General Secretary, is prepared to present to the next Annual General Meeting a report which will outline the duties of the District Representatives and the various officers of the Association. The delegates will be given an opportunity to discuss this report fully and definitely lay down the duties of all Association officials. I do not feel that any present member of the Executive has done anything other than to work in the interest of the Association to the best of his or her ability. There are too many important issues facing us today to afford us the time needed for any "family bickering". Your Executive as a body has at all times attempted to serve you faithfully.

Our solicitor, Mr. Clement, has for business reasons found it necessary to resign. I would like to take this

opportunity of thanking Mr. Clement officially for his many years of valuable service. Mr. L. D. Hyndman of the firm Field, Hyndman and McLean, has been appointed to take over the solicitorship of our Association.

A new year faces us. It is my sincere hope that all will find it to be a happy one and that by this time next year all of our members who are at present with the armed forces will be back with us.

Yours fraternally,  
JAMES A. SMITH.

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## AUSTRALIA MAKES A COMPARISON

### A Sociological Determination of the Objectives of Education in Australia

Professor G. S. Browne at a public meeting in Adelaide:

"Do we really know what we are trying to do? It is said that education expresses the social and political philosophy of the country concerned. If that is the case, what are the outstanding features of the social and political philosophy of Australia? Does our education give any indication of these features, or was Professor Fred Clarke correct when he declared that Australian education was following the safe orthodoxies of Western Europe as they were about twenty-five years ago?

In the United States there is a nation-wide educational aim which the Americans will say is really only a statement of immediate and important objectives. The point is that this statement was formulated by a group of teachers and economists, and submitted to many organisations such as State legislatures and teachers' conferences for amendment and approval.

al. In the end the whole nation agreed to it and you will find it printed at the head of hundreds of courses of study. It is far from being rigid—in fact, it is capable of many interpretations according to local necessities. Here is the American statement of aims, in order of priority except for No. 7:—

1. Health.
2. Command of Fundamental Processes.
3. Worthy Home Membership.
4. Reasonable Vocational Efficiency.
5. Citizenship.
6. Proper Use of Leisure.
7. (Permeating all the others.)  
The Development of Character.

The Americans not only state these aims, but they set out to achieve them and anyone who has come into close contact with their educational system will confess that they have attained a great measure of success. In Australia we have no clear knowledge of our objectives, and an almost entire lack of educational planning."

*The W. A. Teachers' Journal.*

*The A.T.A. Magazine*

# INDUSTRIAL ARTS

DR. JOHN P. LIEBE  
Lethbridge

LLOYD N. ELLIOTT  
Calgary

## LET US HAVE THE TRUTH

(PART II)

By LLOYD N. ELLIOTT, Calgary.  
Secretary-Treasurer, I.A.T.A.

**L**AST month our Industrial Arts page contained an article entitled "Let Us Have the Truth", written by Mr. A. P. Tingley of Edmonton. Mr. Tingley is well-known in Edmonton where he has been engaged in manual training for many years and where he also acted as assistant to the supervisor of the General Shop Seminar at the 1942 Summer School. His article "Let Us Have the Truth" is directed in criticism toward certain facts appearing in the September issue. As the author of that September article, I shall herewith supply for Mr. Tingley further truths with which he has not made himself acquainted.

The September editorial contains many truths for the unprejudiced reader and for the shop teacher who through the years has kept abreast of the times in his chosen field of education. No apology is due anyone for the message it was intended to convey or for any comparisons made. And although it was certainly not the intention of the writer to tread on anyone's toes, one cannot help remembering the old saying, "if the shoe fits, wear it." However, we are sure that this would not apply to Mr. Tingley since, as he modestly suggests in his article, he has always been in the forefront when spade work was to be done in this field in Alberta and has been in the favored position of being able to view the passing parade from his vantage point atop the bandwagon at the head of the procession.

But to get back to the facts. Mr. Tingley quotes a statement which he calls startling . . . "this last summer a committee of Industrial Arts teachers, under the chairmanship of the director of the General Shop Seminar at the Summer School, formulated for the first time the principles of the still broader field of Industrial Arts Education as applicable to the present shop system in Alberta." For Mr. Tingley to say that this statement is untrue, and that it comes as a distinct surprise to him to learn that such a committee was set up, indicates that his record of the Seminar must surely be far from complete. Here are the facts:

The committee referred to was set up under the authority of the Department of Education, and under the direction and chairmanship of Mr. C. R. Ford, supervisor of the General Shop Seminar. It met in Edmonton early in July and its personnel consisted of C. R. Ford and M. Hilton of Edmonton, Fred Forster and Dr. John P. Liebe of Lethbridge, N. J. Cameron and L. N. Elliott of Calgary. The report prepared by this committee was submitted to the directors of the Summer School, where it received

### PHILOSOPHICALLY SPEAKING

#### ALL CHILDREN ARE HAND HUNGRY

Moulders of present day courses of studies are coming to realize more and more the truth of this bit of wisdom. Classroom activities are now so arranged as to give the students opportunities to satisfy this special type of hunger. Boys, and girls, show talents undiscovered before when "hand education" has its place on the time-table.



whole-hearted approval, and then it was forwarded to the Department of Education. It is noteworthy that this 1942 Seminar was the first at which a definite statement of the Principles of Industrial Arts Education was formulated or used, and the whole S. S. Seminar was built around these objectives, showing how they were to be implemented and attained. It was not purely theoretical but a theory put into practice.

Mr. Tingley inquires further . . . "if the author or the summer school committee he makes reference to, had any actual part in the setting up of the changed program now in use". Yes, indeed. No less than four members of this present committee took part either in the conferences of 1936 or the special meeting called by Dr. H. C. Newland in Western Canada High School, Calgary, in August of 1940. And as a bit of further information, two committees are being appointed this month by the executive of the I.A.T.A., the first to undertake a survey of Industrial Arts Education as being carried on in Canada to-day, and the other to go further into the subject of the principles of Industrial Arts Education as applicable to the set-up in Alberta. The personnel of these two committees will be announced at an early date.

While we are seeking the truth and giving credit where credit is due as regards achievements in our field, I should like to draw attention to some worthwhile contributions by our organization, **The Industrial Arts Teachers of Alberta**. Despite its short life of only two and one-half years, it already has several "firsts" to its credit:

1. **FIRST** to foster a province-wide organization, controlled by a province-wide executive. (See *The A.T.A. Magazine*, October, 1942.

2. **FIRST** to introduce the name it has adopted for itself as the best name for the type of work being

carried on in progressive school shops in Alberta.

3. **FIRST** to formulate the principles of industrial arts education in Alberta as referred to above.

4. **FIRST** to prepare a brief for the proper authorities in respect to the granting of degree recognition and degrees for industrial arts education in Alberta.

5. **FIRST** to attempt a province-wide system of exchange of ideas and project plans among shop teachers.

6. **FIRST** to carry out a systematic arrangement of fall convention programs for shop teachers in the Province.

7. **FIRST** to set up research committees in industrial arts education in Alberta as referred to above.

8. **FIRST** to lend active and continuous support to these pages allotted to us in *The A. T. A. Magazine*, which work has been carried on almost single-handed so loyally by Dr. Liebe for years.

Let us have the truth, of course; but let's not have it in half measure. The only active organized group of shop teachers with province-wide influence to-day is the I.A.T.A. Its membership includes men from all types of school shops, from the Institute of Technology to the part time rural school general shop, and the membership is increasing. The executive of the I.A.T.A. continues to invite those who are not yet members to join up. On our bandwagon there is room for all.

#### Invitation to attend the Industrial Arts Institute at Lethbridge

The members of the I.A.T.A. in Southwestern Alberta decided at the last Fall Convention in Lethbridge to organize an Industrial Arts Institute for the shop teachers of the convention area. It was felt generally that the ideas which are exchanged at the convention meeting might well be followed up by practical demonstrations





#### TRUSTEES' SECRETARY

A. G. Andrews, former U.F.A. member of the legislature for Sedgewick, who has been appointed permanent secretary of the Alberta School Trustees' Association, and is opening offices in Edmonton.

on some Saturday during the school year. Every shop teacher has interesting projects of his own which his fellow teachers would enjoy seeing built step by step. The organization committee which was appointed extends a cordial invitation to all shop teachers who belong to the South-western Alberta convention district.

Place: Lethbridge Technical School.

Time: February 6th, at 10 a.m.

Program: Leather, radio, wicker work. Communicate suggestions to T. L. Hughes, Readymade Consolidated S.D., Coaldale.

Registration: Write to Paul B. LeBaron, Stirling.

Local arrangements: Write to John P. Liebe, Lethbridge.

Dinner: Miss Verna Gray, the Home Economics teacher of Lethbridge, and one of her classes have been kind enough to invite the whole Institute to dinner. Register early and contact the shop teachers in your neighbourhood.

January, 1943

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# HOME ECONOMICS

Edited by ADA A. LENT, B.Sc., H.Ec., A.M.

## WHAT'S NEW IN FOODS AND NUTRITION

**T**HIS is the title of a new pocket-size monthly magazine which will shortly be on the newsstands. It will sell for 25 cents. The prime purpose of *What's New in Food and Nutrition* is to provide each month a set of nutritionally adequate menus, and to make available with these menus all necessary recipes. These menus and recipes have been carefully worked out and checked by home economists, under actual home conditions. War-time shortages are given careful consideration. This magazine should prove helpful in nutrition work, in school as well as in community groups and for the homemaker.

If copies are not available on local newsstands, they could be ordered from the publisher. The address is Harvey and Howe, Inc., 919 North Michigan Ave., Chicago.

## The Present Day Concept of Nutrition in Health and Disease

National nutrition is today assuming greater importance than ever before. The booklet with the above title presents, in concise form, the essentials of a vast field, and could not help but prove useful to those who would keep up to date on the newer discoveries made in nutrition. Knowledge of vitamins changes rapidly today, and the sections dealing with this topic are especially valuable.

This booklet may be obtained from the publishers, A. Wander Limited, Manufacturing Chemists, Elmwood Park, Peterborough, Ontario.

Free publications, obtainable from the Superintendent of Documents, Washington, D.C.—

*Mending A B C's*, 18 pages, gives numerous suggestions for reclaiming clothing by mending, and calls attention to the fact that this is a patriotic duty.

*Stain Removal from Fabrics. Home Method.* Farmers' Bulletin No. 1474, 5 cents.

*Save Your Clothes, Reclaim the Family Wardrobe, Put A New Lining in Your Old Coat.*

*When You Eat Out*, six-page folder, tells how to select foods that supply the right kind of building and repair materials for the body; also gives suggestions for lunch boxes.

## Questions and Answers

Does sauerkraut retain or lose the vitamin C content of cabbage?

Raw kraut during and immediately after fermentation contains approximately the same quantity of vitamin C as the original cabbage. The content of vitamin C, however, decreases slowly during storage. This loss of vitamin C is thought to be associated with the loss of carbon dioxide after the fermentation is complete.

Is pork liver more nutritious than beef liver?

Pork liver is fully as rich in complete high quality protein, in vitamin A, thiamine, and riboflavin, and in minerals, especially iron. In other words, livers of all kinds may be counted on to add the same nutrients to the diet and in essentially the same measure.

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# Federal Financial Aid for Education - -

An address on "Federal Financial Aid for Education", delivered at a public meeting in Edmonton on October 15th, 1942, sponsored by the Alberta Teachers' Association

By WOODROW S. LLOYD, President, Saskatchewan Teachers' Federation

## PART II (Conclusion)

The previous statistics referred to total costs of the educational programme. We turn now to costs for instructional services. In doing so we do not try to justify an improved financial system merely for the sake of the teacher. Rather we justify it for the sake of education, for "from the standpoint of efficiency, the teachers are by far the most important single factor in determining the success of the school." As in total expenditures, so we find in comparative salaries glaring discrepancies and inequalities as between provinces and as between Canada and neighboring states.

As we noted discrepancies within provinces with regard to rural and urban expenditures, so do we also find discrepancies with regard to rural and urban salaries. Here, too, totals are deceiving: comparative living costs are important. With the exception of British Columbia the ratio in all the provinces of rural teachers' salaries to urban teachers' salaries is practically 1: 2. This discrepancy is partly, but not entirely, due to the fact that there are few rural secondary teachers. In general, even after considering differences in living costs, the rural teacher is more poorly paid than the urban teacher giving the same instructional service. The inevitable result is that rural areas are generally more poorly served. Teachers migrate from one school to another which offers a little better remuneration, and rural education suffers accordingly. The aim of the majority of rural teachers is to become town teachers and of the majority of town teachers to become city teachers. This in spite of the fact

that many teachers would be quite prepared to remain in rural areas and small towns, provided security of tenure and adequacy of remuneration were guaranteed. Over and over we are faced with the fact that rural and small town schools are the training ground for the eventual teachers in larger towns and cities. Some of our officials and administrators even look on this as inevitable. Surely it is not; surely the boys and girls of these areas warrant that mature, experienced, well-trained instruction equally as much as any. Indeed, because of the number of grades and subjects, the consequent limited time per pupil per subject, and because of generally (if unnecessarily) inferior equipment, it can well be claimed that the rural school requires a teacher of greater training and ability than the room of a large town or city.

Examining rural salaries in 1936, we find a Canadian average of \$17.09 per week for all Canada, with such discrepancies as \$25.46 in British Columbia, \$9.92 in Quebec, \$11.91 in Saskatchewan, \$18.85 in Alberta, and so on. Admittedly there has been considerable increase since that time—there has also been considerable increase in living costs, in taxation, in demands for contributions and in general responsibility. One might well ask: even with a considerable increase—say 50 per cent—are salaries such as to attract and hold in the system capable, efficient, and well-educated persons?

I recall, some years ago, one of our Normal School Principals relating to a Kiwanis gathering a conversation he had had with the principal of a collegiate in one of our larger towns. He had asked, "How many of your

better Grade XII students are at Normal this year?" The principal replied to the effect that it was odd that several years previously the majority of the "cream" of his Grade XII had enrolled in Normal School, the year before only 3, and that year only 1. I know that from last year's Grade XII class in one of the largest Saskatchewan collegiates there were only 2 who enrolled in Normal School. The result is evident.

Today, more than ever, education must compete with other occupations for its personnel. Other work offering more remuneration and involving less responsibility is available, and particularly available to the trained teacher who is adaptable in any way. As yet school authorities haven't awakened to that fact, or at least have not arisen to the challenge. There will be, of course, the eternal cry that to pay the salaries demanded would increase taxes to difficult limits. Is it not true, however, that whether you work for a bank, or an industrial organization, or a transportation company, or receive your monthly stipend from a school district, in the end the money (whether it comes from profits or taxation) comes largely from the people of Canada in one part or another? Then why not a more equitable distribution?—particularly so when such distribution is necessary to "attract and hold in the teaching profession capable, efficient, and well-educated persons." To spend the state's money in training teachers, then do little to hold them, do little to attract them to a profession which we have already shown can, by its services, increase the productive capacity and the national income of the state, seems to me to be a woefully short-sighted economic policy, if nothing else.

In the year 1936 the average yearly salary to the metallic mineral workers was \$1550, to the printing and bookbinding employees \$1586, to the employees on automobile supply in-

dustries \$1787, to rural Canadian teachers \$628, to urban Canadian teachers \$1210. To quote Mr. Powell, "Why should a sheet metal worker be paid more than 87 per cent of Canadian teachers? There is just one cynical, devastating reply: a poor sheet metal worker might spoil good tin."

A study of provincial teachers' salaries shows that when the average in British Columbia was \$1349, the average in Alberta was \$988, in Saskatchewan \$621 and in Quebec \$520. Again admittedly, there have been increases, yet the relative position will vary little, except perhaps in the case of Alberta. When the Canadian average was \$885, the average of the bordering states was \$1283. An examination of the average salary paid in 23 states and provinces finds British Columbia the only province to rank in the first 11. In the last 11 of the group we find 7 of the Canadian provinces, the last 3 are Canadian provinces. The lowest average for any state is \$128 higher than for the lowest average in a Canadian province.

I mentioned previously the protest often forthcoming as a result of any increase in taxation. That, of course, is only true when the increase is a visible one. At present the major part of revenue for the operations of schools is derived from a property tax—a most visible and unfair form of taxation. Property tax must be based on assessment value. The following comparison from Saskatchewan is probably not so untypical of any province as to detract from its value in showing the unfairness of a property tax as a basis for educational support. A report in 1917 showed that districts varied in assessable property from a few hundred to many hundred thousand dollars; they varied in rate of taxation from a mill to 15 mills or more. An investigation in 1932 showed an assessed valuation in one district of \$3,399 per pupil,

and in another district \$39,113 per pupil. Another comparison showed one valuation of \$16,249 per pupil and another of \$2,669 per pupil—these are merely cases taken at random. In fairness I must say that Saskatchewan is in the process of being reassessed. A Nova Scotia report shows an assessment variation from \$700 to \$166,667. Within one county one district had an assessed valuation 110 times as great as another.

Professor Seligman of Columbia University, a world authority on taxation, says, "The general property tax is one of the poorest taxes known. It puts a premium on dishonesty; it presses most heavily on those least able to pay; it imposes double taxation on one man and grants immunity to the next. Its abolition must become the battle-cry of every statesman." Dr. Cameron of the Department of Educational Research, University of Toronto has this to say, "The universal outcry against the burden of property tax indicates the need of relief of this nature, and this relief could readily be provided by an increase in legislative grants for education."

The unfairness, the instability, the inadequacy of the property tax was indicated most forcefully during the drouth period in our western provinces. Deterioration and retrenchment was so rapid that in its brief to the Dominion-Provincial Relations Committee in 1937 the Saskatchewan Government estimated that Saskatchewan, to rehabilitate its school system so as to provide normal educational facilities for the work of Grades I to XII only, would require additional revenue over and above current revenue to the extent of \$4,692,200 annually. Note that this is additional revenue, and would only restore to a normal level. The property tax has failed entirely; substitution of adequate revenue from provincial and dominion sources is an essential, yet to be realized.

We have noted the variation and discrepancies obtaining between total educational costs in the provinces and between salary levels. Let us now turn to the differences in ability to pay. In 1939 the taxable income in Saskatchewan per child of school age was \$68.06, whereas in British Columbia it was \$752.66—in other words British Columbia had 11 times the ability to pay that Saskatchewan had, and 5 times that of Alberta. In 1935, 1936, 1937, the net production behind each child in Alberta was nearly twice that behind each child in Saskatchewan; the net production behind every child in British Columbia was more than 3 times that of every child in Saskatchewan. Considering provincial and municipal revenues for years 1934-37 inclusive we find Prince Edward Island, Saskatchewan, Alberta, British Columbia in the ratio of 1 to 1, to 1.7 to 3.61, or British Columbia having more than 3½ times the revenue of Prince Edward Island



and 2½ times the revenue of Saskatchewan.

In considering the statistics for 1938, Dr. Argue has shown that, taking Saskatchewan's per pupil ability to pay for education as 1, British Columbia's ability was 2.29 and the other provinces range between. He shows further that if, in appraising the effort per cent of provincial and municipal revenues going to education in 1937, Saskatchewan's effort is taken as 1, then Prince Edward Island's is 1.5 and the other provinces range between. It may be concluded, "It is lack of ability to pay rather than lack of effort which causes the children of some Canadian provinces to receive cheaper educational programmes."

I have attempted to show the value of educational expenditures from the point of view of economic returns, and to show the inequitableness, the unjustness, and the inadequacy of our present system. Now, what more is to be done? First, each and every person really interested in the welfare of Canada should make a much more intensive study of the situation than I have been able to give herein. Then you should see that your neighbor is infected with the virus of "a better distribution of educational expenditure, more efficient educational expenditure and greater educational expenditure." The problem should be discussed in your study groups, in your Home and School clubs, in your forums and in your newspapers. Federal aid should become a part of the policy of every organization. It is not merely a problem for teachers and trustees, any more than the price of wheat and butter is not a matter of concern for farmers only. It is the problem of Canada. Dr. Hardy of Toronto, a well-known educationist, has said that "the greatest task ahead of Canada in the immediate future—as well as in the distant future—is education. In a word, Canada's destiny rests upon her schools."

While the reforms for which we ask are not of a partisan, political nature, they can only be attained by political action. We must work in and with all political groups. These must be convinced of the need and must bring this need home to the provincial governments, who must in turn, if they are sincere, bring pressure to bear on the Dominion Government. You and I know that political groups will respond to public opinion. The formulation and enunciation of public opinion is essential. It is a big job, but it can be done.

The Canadian Teachers' Federation is at present investigating the possibilities of sending a large representative delegation to Ottawa to plead the case for federal aid. What is your reaction? The delegation would be valueless without the weight of aroused and enlightened public opinion behind it.

Counter arguments will be used: The B.N.A. Act will be quoted. However, we do not recommend federal control of education, but merely federal grants in aid. I think I am correct in saying that the B.N.A. Act provides no barrier to such action. The old bogey of "Where is the money coming from?" will be raised. We argue that it is not a question of "Can more money be afforded?" It is rather a question of "Can we afford not to spend more money?" In this connection it is interesting to note that the oversubscription of the second war loan was \$397,503,300 or more than twice as much as the total educational expenditure of all Canada last year. A bill at present before the Senate of the United States seeks to provide additional federal grants

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for education to the extent of three hundred millions of dollars. Our population being roughly one-tenth of that of the United States, we might suggest that in Canada federal grants in aid of education to the extent of thirty million dollars should provide an adequate basis of assistance.

I close with words not my own but those of the editor of the Journal of the National Education Association of America: "The education of the nation's children cannot be slighted without permanently disastrous results. We must not sell the day to save the hour. To cripple our schools now would be to cut down our country's prosperity at the root—a short-sighted form of economy, surely. Whatever else must be neglected because of the war, parents and teachers must fight without ceasing against the ignorant claims or the self-seeking climbers of those who would rob the children of their inalienable birth-right. They must stand solemnly together behind every bulwark they can build to maintain that defence and that inheritance."

In the words of the committee on Dominion-Provincial Relations, "Education must fight for its life." If this be true, it seems to me a shameful condition and one which reflects sadly on our understanding of true civilization and true democracy. Yet, I am afraid it is true. Such is the challenge to all of us, be we teachers, parents, or merely good citizens. Can we accept it? We can, if we will—and we must.

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## FEDERAL AID TO EDUCATION

Reprinted from *The W. A. Teachers' Journal*, October 10, 1942.

THE State School Teachers' Union of Western Australia considers that it is the duty of the Federal Government to assist the States financially to maintain a high standard of education for young Australians. It is opposed to a unified control of education by the Federal Government. For it is satisfied that education is already centralised enough and that any further centralisation would be unhealthy. For this reason it considers that the direct control of education should remain in the hands of the States. It realises, however, that the Federal Government will need to be satisfied that the grants it may make to education are properly applied. It suggests that the Federal Government should model its procedure on that of the British Parliament which appoints a Board of Education to act as a co-ordinator, a liberaliser and a check upon the local Education Authorities. In Australia these authorities would be the State Governments.

The Union submits herewith an outline of the duties and powers of the proposed Australian Board of Education and of the duties and powers of the State Education Departments.

### Suggested Plan

A Commonwealth Board of Education shall be established of which the administrative head shall be directly responsible to a Cabinet Minister.

The Board shall appropriate for distribution the money annually provided for education by the Federal Parliament. In distributing the money the Board's objects shall be to equalise educational opportunities which are disparate because of differences of distribution of population and to



stimulate spending on education by the States. The money shall be apportioned between the States on a basis to be determined partly by the State distribution of population and partly by a uniform percentage calculated on the annual expenditure per head on education of each State Education Department. The Board, without undertaking direct control, which is a matter for the States, shall exercise supervision over the education provided by the States so as to ensure an efficient minimum standard of education and promote educational progress.

In the event of a State Department failing to maintain a satisfactory standard of education and of teaching conditions, the Board shall have power to reduce or suspend the grant.

The Board shall be empowered to appoint auditors to audit the accounts of the State Education Departments.

The Board shall be empowered to appoint education advisers, who shall, by the dissemination of information in regard to educational progress, act as inspirational guides.

The Board shall advise the State Departments on modern accommodation and equipment requirements in all branches of education.

The Board shall issue periodically summaries of educational thought and experience for the guidance of State Departments, and for the efficient discharge of this duty shall maintain a qualified research staff.

The Board shall have power to require returns from State Education Departments both with regard to elementary and higher education, and

must make an annual report to Parliament.

#### State Education Departments

The direct control of education in each State shall be with the State Education Department. It shall be its duty to provide, maintain and co-ordinate all forms of education. In pursuance of these general powers the State Departments shall:—

(1) Appoint all officers, including teachers.

(2) Make provision for the training of teachers.

(3) Make returns as required by the Board.

(4) Provide conveyances for children.

(5) Sell, lend or exchange land for educational purposes or take any right over land.

(6) Purchase land compulsorily in consultation with Board of Education.

(7) Expend the money appropriated by the State and Federal Parliaments for educational purposes.

(8) Provide suitable buildings and proper accommodation and equipment.

(9) Provide suitable residences for teachers where necessary.

(10) Take all necessary steps to provide and maintain an efficient standard of education.

(11) Render all needful assistance to the Board of Education's education advisers in the discharge of their duties.

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## *The MATH-SCI Corner*

DR. A. J. COOK,  
University of Alberta

STANLEY CLARKE, M.A.,  
Carstairs

### ONE WAY—A Reply to "Why Is It"?

By E. A. TOWNSEND,  
Hillhurst Junior High School,  
Calgary

This column asked in the November, 1942 issue for an answer to the challenge to Division II and III teaching of mathematics. The theme of the Calgary teachers' convention was in harmony with this challenge. Division IV was to tell Division III what was wrong with its graduates. Similarly Division III was to tell Division II of student deficiencies. I don't intend to state why teachers of mathematics in Divisions III and IV find that their students cannot do long division but I would like to point the way to a scheme which could be used to improve our teaching and prevent the continual buck-passing from Division IV to III to II to I.

Let me take a very simple illustration. Let us assume that pupils in Division IV seem to lack the ability to solve problems, particularly two-step problems. This is first taught in the second year of Division II. Is it taught again in the third year? Is it retaught or at least reviewed in grades 7, 8 and 9? The course of studies may say so, but is the job done? No one seems to know. In most cases Division III and IV instructors are unaware of how Division II instructors teach a two-step problem.

The Calgary French teachers use a possible scheme. They have an organization through which they know how and what is being taught in Division III, and they have found it necessary to improve their professional equipment in order to do the job.

Assume that Mathematics in Division II should be taught formally and that the present arrangement of the course of studies is satisfactory (both of these assumptions are open to question). Within any unit, the city, town or A.T.A. Local, many persons are teaching Mathematics. These individuals could get together, in study groups, and acquaint themselves with procedures. Starting with grade 5 they could examine carefully the ways in which two-step problems are being taught, the length of time devoted to the actual teaching, the number and length of drill periods (if any) and the end-product. Can youngsters of average ability solve a two-step problem after such treatment? If not, why not?

What is done in grade 6 with the student who is able to solve a two-step problem in grade 5? Are the techniques used there adequate to preserve that ability? So, in turn, the work of each year may be analysed. This analysis, if thorough, should lead to many interesting findings and could well provide subject matter for the Departmental Summer School.

### THE WHAT AND HOW OF SCIENCE TEACHING

By JOHN C. CHARYK, B.Sc. B.Educ.  
Chinook, Alberta.

What is the fundamental problem confronting the science teachers of today? Teachers may well ask themselves this question, for if they realize the existence of such a problem, even the mere knowledge of its presence will make for better teaching. If the nature and strength of an enemy is known, proper diagnosis will even-

tually result in the utilization of the correct weapons and methods of attack to overcome the foe, otherwise ignorance will lead to ultimate disaster. There are a hundred and one localized difficulties besetting the teacher, and these tend to obscure the real issue at stake, so it is only when the entire field of progressive education is viewed as a long-range unit that the fundamental problem in teaching is brought into relief. Is not the issue, "What are we attempting in our science courses, and How are we going to achieve this elusive What?"

It is a foregone conclusion that progressive education should provide the means for mastering the techniques of, and actual participation in, the Democratic Way of Life. The present world is unintelligible to one who is ignorant of science and of its contribution to our modern life, hence the aim of science instruction in a democratic society should be the "orientation of the child in the complex pattern of current life." The educational value of science, like any other subject, depends upon the degree to which the student makes it his own and identifies himself with it. To achieve this ideal, classroom instruction must be merely a counterpart to that of introducing the world into the classroom. The four walls that tend to limit the educational horizons to the classroom have been removed and the student encounters life situations. Thus the young citizen is actuated by a compelling desire to enjoy and to know all about "his" environment. In other words, science teaching to be of permanent value

must be presented from the standpoint of its fundamental relationship to society and the home.

What are the "tools" at the disposal of a teacher, that will enable him to bring a crystallization of this "How" of science teaching?

**Radio**—Radio is an aspect of the general progressive movement in education which should not be neglected in science lessons. "For radio, more than any other medium, can bring 'actuality' into the classroom, and make the dry bones of book learning come alive, through music, drama, the spoken word and the living personality". Admittedly, this method of bringing the student into direct contact with life and experience only supplements the text and provides the basis for significant student reports and class discussions. The use of radio in school also gives children a chance to listen under guidance, and so trains them to discriminate in their choice of programmes outside school.

The CBC now issues a monthly guide to forthcoming broadcasts of educational value. This bulletin can be obtained free on application to the CBC, 55 York Street, Toronto. There are two current series of radio programs that are proving their worth in Alberta schools: namely, *Science At Work*, every Monday at 3:30 p.m. over CBK, and *Science in the News* every Wednesday at 8:15 p.m. over the CBC stations. The aims of these science series are (1) to help young people understand the changes in their lives brought about by technological development and invention; (2) to give them an understanding of scientific methods; (3) to

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help them appreciate the heroism that is possible in "life of the mind". Teachers would be well advised to give the series a trial, for above all, it interprets and enriches classroom work in science.

For advice on the best way of using school broadcasts in the classroom, teachers should apply to the Department of Education.

**Personal Notebooks**—No physician ever heals a patient. All that the physician can do is to clear the way for natural forces to function properly—nature does the healing. So too, no teacher ever creates insight, or will, or character. The best teacher is one who gives as little information as possible, but by tactful guidance and inspirational qualities brings about a maximum of self effort on the part of the pupil. The courses of studies organize the science curricula and formulate definite objectives and essential minima to be achieved. This

is necessary, for knowledge must be classified, but the fallacy in the past has been the hesitancy in crossing from one subject matter to another.

A notebook is a personal record of the student's achievements, written in his own words and in his own manner of thinking. Blackboard outlines, the outcomes of teacher or student presentations, provide the working basis for recording the aforementioned essentials. The similarity of materials in the notebooks of any particular class ends here, for the essential information should have stimulated the students to further reading, experimentation, investigation or research along lines in keeping with their individual interests and motives. Hundreds of pictures, clippings, diagrams, references, snapshots, comments on what the student has seen or heard, all combine to produce "My Science Notebook".

*(To Be Continued)*



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## Official Bulletin, Department of Education

No. 68

### ORDER YOUR "CANADA YEAR BOOK"

Every high school in the Province should have a copy of the *Canada Year Book, 1942*; for the reason that no high-school class in Social Studies can get along without this comprehensive reference book on Canada's governmental, fiscal, industrial and economic activities. It is an indispensable tool not only in high-school Social Studies but in Grade IX Social Studies as well. No reference book can compare with it in value for the price. The paper-bound edition costs only 50 cents, and may be had from the King's Printer, Ottawa.

From the same place, teachers and school boards may obtain another very valuable little book on Canada's production activities, entitled "*Canada, 1942*" at 25 cents a copy.

Regarding this book, the Department has received the following letter from the Dominion Statistician:

"Dear Sir or Madam:

"The Official Handbook 'Canada' has enjoyed a large circulation among teachers and pupils of all grades of schools in Canada: it provides a general up-to-date conspectus of information regarding the Dominion and the activities of its people. A copy of a circular, descriptive of the 1943 edition, is enclosed.

"Since the depression, teachers, bona fide students and ministers of religion, by special order of the Minister of Trade and Commerce, have been given the privilege of receiving the Handbook at a reduced price. This brought in no net revenue

to the Dominion Treasury, since the additional bookkeeping expense and the mailing costs absorbed more than the sum received. Nevertheless, this policy was adopted to assist teachers and pupils, who required the Handbook in their work, during the depression years and was continued into the early war period.

"Under the economic conditions now prevailing, especially the necessity for diverting by far the larger part of Dominion funds into the war effort, it has been decided to set one price, namely, 25 cents, for all. It is with the purpose of informing School Inspectors, School Principals, Teachers and others of the reasons for the change that this letter is addressed to you. I would appreciate your bringing to the attention of teachers or pupils under your charge the reasons behind the change in policy. I might point out that schools placing bulk order for 100 copies or more are entitled to a discount of 25 p.c.

"As you will note from the enclosed circular, all orders should now be addressed to the King's Printer, and not to this Bureau.

Yours very truly,  
(signed) S. A. Cudmore  
Dominion Statistician."

Teachers, principals, superintendents and school boards are urged to order copies of these books without delay; for the Department has been advised that 1943 editions will probably not be printed. In other words, there will not be a *Canada Year Book, 1943*.

Send your order now for the *Canada Year Book, 1942* (50c) and *Can-*

ada, 1942 (25c) to the King's Printer, Ottawa.

### CERTIFICATES OF EMPLOYMENT

Blank forms for Certificates of Employment, to be completed on behalf of students who have taken advantage of the Farm Leave Regulation, may be obtained from the Examinations Branch, Department of Education, upon request.

### RE CADET ROLLS

Teachers of Cadet units are reminded that it is necessary for them to submit a nominal roll to the Officer Commanding for approval, even if the inspection is made. This list must give the following information:

- (i) Full names of students;
- (ii) Grade in which each of the students is registered;
- (iii) Number of hours of instruction;
- (iv) Score.

Principals of schools are requested to advise the Department should there be in attendance students registered in a Sea Cadet Corps. A list of the names of the students is not required at the present time.

### RE SCHOOL BROADCASTS

The Alberta school broadcasts for the spring term will begin on January 11, 1943.

All teachers who have the use of a school radio are again urged to notify the office of the Supervisor of Schools, giving name and address, and in each case the name and number of the school district, if they have not already done so in the fall term.

#### National School Broadcast

Teachers are asked to note that the National School Broadcast "Heroes of Canada," at 3.00 p.m. on Fridays, is carried by Station CFCN, Calgary, not Station CJCJ. The broadcasts entitled "Canadian Horizons" are carried by Station CJCJ.

#### Correspondence-School Broadcasts

The attention of teachers is also drawn to the fact that a transcribed broadcast of the Oral French programme is carried by CJCJ, Calgary,

on Wednesdays and Fridays, from 7.45 to 8.00 p.m.

### EVALUATION OF ENGLISH

The revised course in high-school English makes every teacher a teacher of Language. A special check-list of language errors will be found in the outline for the course in Language. The score card for evaluating English in the Departmental examinations of Grades IX and XII was published some months ago in the Official Bulletin in this magazine. For the benefit of teachers who have entered the profession recently, the Grade XII score card is reprinted below. In using this score card, it is well to use a check sheet for each pupil. The figures on the score card indicate that Section A is weighted one and a half times as heavily as Section B, but any other ratio may be used at the discretion of the teacher.

To illustrate the way in which the score card may be used in estimating the student's score on a written report in Science, let us suppose the maximum value assigned to that particular report is 25 for English. The maximum deduction is five marks for each of the subdivisions: Material, Organization of Material, and Style. The remaining ten marks may be lost through the more mechanical types of error listed under Section B. (The total 120 should be divided by 12 in this particular report.) Thus the student may lose as many as 15 marks under Section A, and as many as 10 under Section B. If the teacher wishes to penalize more heavily for mechanical errors, the total under B may be divided by a number smaller than 12. The total has been made 120 because this number has a great many factors, and thus fits into almost any scale of marking that the teacher may think it wise to use.

A study of the answer papers submitted by Grade XII candidates in the summer of 1942 reveals that Style Appreciation, as a very important part of Grade XII English, re-

quires considerably more attention. It is also evident that many students do not understand the distinction between a book review and a book report or synopsis. There seems to be evidence of improvement with respect to spelling, grammatical correctness and sentence structure. With regard to style and effectiveness, teachers are urged to be more exacting in their demands, and more discriminating in evaluation of oral and written efforts.

### SCORE CARD FOR ENGLISH GRADE XII

#### Section A—Essay Score Card for Material and Style

1. **MATERIAL:** .....Maximum 5  
 (a) For significant to marked deficiency of ideas .....  
 (b) For inclusion of irrelevant material....  
 (c) For slight up to significant deficiency in length .....

#### 2. ORGANIZATION OF MATERIAL

- .....Maximum 5  
 (a) For neglect to arrange material in logical or chronological order .....  
 (b) For failure to divide material into suitable topics or divisions, and to indicate such divisions by consistent paragraphing .....  
 (c) For incoherence within the paragraph due to lack of suitable transition from one idea to the next .....

#### 3. STYLE .....Maximum 5

##### Vocabulary—

- (a) For failure to use vocabulary appropriate to the purpose of the writer....  
 (b) For wordiness, use of vague or colorless words, use of trite expressions, lack of concreteness in expression.....

##### Sentence Organization—

- (a) For inability to distinguish between principal and subordinate ideas, i.e. neglect to use such constructions as subordinate clauses, participial phrases, gerunds, infinitives .....  
 (b) For monotony in sentence structure, e.g.:  
     (i) Lack of variety in ways of beginning sentences.  
     (ii) Lack of variety in types of sentences, such as loose, periodic, balanced, short, long, simple, complex .....

##### Effectiveness—

- Absence of vivid and imaginative writing, i.e. failure to use forceful words and figures of speech and to convey a variety of sense impressions .....

Total deductions under A .....15

#### Section B—For checking correctness in Written Language

- |  | Deduct for each Maximum error deduction |
|--|---|
| 1. <b>SPELLING</b> (including the apostrophe) .....      | 3 27                                    |
| 2. <b>PUNCTUATION</b> .....                              | 3 15                                    |
| (a) Capitals.  |   |
| (b) Sentence endings.                                    |   |
| (c) Comma:   |   |
| (i) To separate items in addresses and dates.            |   |
| (ii) To separate words, phrases, or clauses in a series. |   |

- (iii) To set off non-restrictive modifiers.

- (iv) To set off a phrase or clause at the beginning of a sentence.

- (v) To set off direct address and appositives.

- (vi) To set off words introducing a direct quotation.

#### (d) Semicolon:

- (i) To separate principal clauses when the conjunction is omitted.

- (ii) Before a conjunction when principal clauses are broken by punctuation.

- (e) Quotation marks, single and double, for direct narration and quotations.

- (f) Colon, before a long quotation or a long series.

#### 3. WORD USAGE ..... 3 18

- (a) Impropropriety—improper use of words.

- (b) Repetition.

- (c) Slang.

- (d) Redundancy.

#### 4. GRAMMAR ..... 3 18

- (a) Use of adjective for adverb.

- (b) Wrong use of prepositions and conjunctions, e.g. like and as.

- (c) Lack of agreement of subject and predicate.

- (d) Confusing past tense and perfect participle.

- (e) Lack of agreement of pronoun with antecedent.

- (f) Case errors.

- (g) Double negative.

#### 5. SENTENCE ERRORS .... 4 36

- (a) Run-on sentences; excessive use of and and so.

- (b) Incomplete sentences.

- (c) Misplaced modifiers.

- (d) Indefinite reference of pronoun, participle, or gerund.

- (e) Tense sequence.

- (f) Error in use of parallel structure.

- (g) Changing the point of view, e.g. from present to past, active to passive.

#### 6. FORM ..... 2 6

- (a) Spacing on the page, and title.

- (b) General neatness.

- (c) Indentation of paragraphs, to indicate different speakers as well as divisions of subject matter.

Total deductions under H =  $120 \div 12 = 10$

Grand Total of deductions = 25

### NEW REGULATIONS GOVERNING THE CYCLING OF CERTAIN SUBJECTS IN SMALL HIGH SCHOOLS

#### 1. Health and Physical Education

(a) Health and Physical Education shall be taught every year in every class of Grade X students throughout the Province, especially in this time of war emergency when physical fitness is of great importance for our war effort. There can be no justification whatever for permitting any students in our high schools to spend

a year in Grade X without having instruction in Physical Education and Health at the Grade X level. In certain schools where women teachers find it difficult or inexpedient to offer this instruction, it will be necessary to arrange that other properly qualified teachers give this instruction for them. No modern school can attempt to operate as a high school if its teachers are not competent to offer instruction in a compulsory subject of such fundamental importance as Health and Physical Education.

(b) In small high schools where the Grade X enrolment may be only 2 or 3, all students in Grades XI and XII should be required to repeat the Physical Education part of the Grade X course, in order to provide a fair-sized class.

(c) There may be students in some of the schools who are physically unable to take instruction in Physical Education. These students will be able to secure a doctor's certificate and will be required to take the instruction in Health only.

(d) There will also be a few students in the outlying districts of the hinterland who are not able to attend any school, and who are therefore relying solely upon correspondence instruction in order to proceed with a high-school education. These students will be permitted to take the correspondence course in Health from the Correspondence School Branch, and will be able to secure three (3) credits for this course. Under no other circumstances will the Correspondence School Branch offer a course in Health and Physical Education to high-school students.

## **2. English and Social Studies**

(a) With respect to all schools in which compulsory subjects are not taught, it shall be necessary for the principals to submit affidavits covering the omission of English 1 in every instance, and of English 2 wherever a Grade XI is obviously present.

(b) Any student who holds 70 or

more high-school credits, and who desires to take instruction during a school year in such third-year subjects as will enable him to complete the requirements for a High School Diploma at the end of that year, may take a correspondence course in English 3 or in Social Studies 3. It is understood, however, that the Correspondence School Branch may use its discretion in preventing abuses of this regulation.

(c) If Social Studies 1 is omitted on the school programme for one year, it is to be assumed that this subject will be taught the following year in that school. Hence the Correspondence School Branch shall refuse all applications for a Social Studies 1 course from that school during that cycled year. Provided, however, that a second-year student, who for other reasons is deficient in Social Studies 1, may register in Social Studies 1 by correspondence.

(d) The same rules are to apply to Social Studies 2.

## **3. Filing of Affidavits**

(a) All affidavits signed by the teacher with respect to the need for cycling, and exception slips and other records of this kind, will be filed in the office of the Examinations Branch for use of the Director of that Branch as well as the Direction of the Correspondence School Branch. It is necessary to have some place at the Department where all such records are filed and available for inspection by Departmental officials, Superintendents or others.

(b) Where a cycle is in operation, an affidavit is not optional but required.

(c) The Department of Education must assume that when once a Form A card has been signed by the Inspector any cycling involved has his approval for good and sufficient reasons. This regulation, however, is not to be interpreted to mean that when obvious mistakes have been made by Superintendents or other officials



with respect to cycling they will not be subject to correction.

#### 4. The Correspondence School Branch

The fundamental purpose of the Correspondence School Branch is to assist underprivileged schools and children, and not to eke out a limited programme in small high schools. It follows, therefore, that Health, English and Social Studies are subjects which the Correspondence School Branch should not be expected normally to offer.

#### A SELECT LIST OF NEW BOOKS

The following is a select list of new books that the Department has received from the publishers, and examined for use in classroom libraries. Several of these books will be included in new editions of the Department's book lists for the elementary and intermediate grades, and also in the bulletins of the Programme of Studies for the High School, when these editions are printed. Since in the meantime, however, teachers make frequent inquiries about new books that can be recommended for reference or other classroom use, this list will be useful to teachers, superintendents and school boards who need some new material without further delay. All inquiries regarding prices and all orders should be directed to the School Book Branch, Department of Education, Provincial Building, Edmonton.

##### I. The High School

###### Chemistry:

Teachers frequently ask for a good reference for high-school Chemistry. The following books may be recommended:

**MODERN CHEMISTRY** (Revised), by Charles E. Dull; Henry Holt & Co. (Clarke, Irwin & Co. Ltd.)

**MODERN LIFE CHEMISTRY**, by Hruh, Carleton & Carpenter; J. B. Lippincott Co. (Longmans, Green & Co.)

**A PRACTICAL SURVEY OF CHEMISTRY**, by Dyer; Henry Holt & Co. (Clarke, Irwin & Co. Ltd.)

**BRIEF COLLEGE CHEMISTRY**, by Richardson & Scarlett; Henry Holt & Co. (Clarke, Irwin & Co. Ltd.).

This is an advanced textbook of

special value as a teacher's reference.

###### Physics:

Inquiries have been made about an up-to-date modern textbook in Physics. The following may be mentioned: **PHYSICAL SCIENCE**, by Nettels, Devine, Nourse & Herriott; D. C. Heath & Co. (Copp Clark Co.)

**ELEMENTARY PRACTICAL PHYSICS**, by Black & Davis; The Macmillan Company of Canada Ltd.

**OUR PHYSICAL WORLD**, by Eckels, Shaver & Howard; Benjamin H. Sanborn & Co.

###### General Science:

The following books will be found useful for Grade X classes, and also for reference by Grade IX teachers: **SCIENCE AND LIFE**, by English, Edwards and Flather; J. M. Dent & Sons Ltd.

**MODERN LIFE SCIENCE**, by Carleton & Williams; J. B. Lippincott Co. (Longmans, Green & Co.)

**USING SCIENCE**, by Smith and Trafton; Longmans, Green & Co.

**SCIENCE ON THE MARCH**, by Clark, Fitzpatrick & Smith; Houghton Mifflin Co.

N.B.—Teachers are advised to secure a copy of **THE TEACHER'S GUIDEBOOK FOR "EVERY-DAY PROBLEMS IN SCIENCE"**, by Beauchamp, Mayfield & West; published by Scott, Foresman & Co. (W. J. Gage & Co.).

###### History

**THE RECORD OF AMERICA**, by Adams and Vannest; Scribner's Sons. Teachers who are looking for a good reference book on the political, social and economic development of the United States will find this book very useful. It is used as a textbook in many American high schools.

###### Consumer Education:

**WHEN YOU BUY**, by Trilling, Eberhart and Nichols; J. B. Lippincott Co.

**CONSUMERS AND THE MARKET**, by Reid; F. S. Crofts & Co. This book gives a treatment of the subject at the college level, but is an excellent reference for teachers.

###### Economics:

**CANADIAN ECONOMIC DEVELOPMENT**, by A. W. Currie; Thomas Nelson & Sons. A useful history of economic development in Canada.

###### Aeronautics:

The following books will be very useful for teachers who are following the Air Cadets Syllabus in Mathe-

matics and Science, and also for those who are seeking new practical applications for Mathematics and Science.

#### **The Air-Age Education Series:**

The nine books which follow belong to the "Air-Age Education Series," sponsored by the Institute of Aeronautical Sciences. The prices are not high.

**SCIENCE OF PRE-FLIGHT AERONAUTICS FOR HIGH SCHOOLS, and Teachers' Manual,** by the Aviation Education Research Group, Teachers College, Columbia University; Macmillan Co. of Canada.

**ELEMENTS OF PRE-FLIGHT AERONAUTICS FOR HIGH SCHOOLS, and Teachers' Manual.** MATHEMATICS IN AVIATION, by Osteyee.

**AERONAUTICS IN THE INDUSTRIAL ARTS PROGRAM,** by Wilber and Neuhardt.

**HUMAN GEOGRAPHY IN THE AIR AGE,** by Renner.

**PHYSICAL SCIENCE IN THE AIR AGE,** by Manzer, Peake & Leps. **GLOBES, MAPS AND SKYWAYS,** by Bauer.

**ELEMENTARY SCHOOL SCIENCE FOR THE AIR AGE,** by Arey.

**THE AIR WE LIVE IN,** by Renner and Bauer.

**THE ELEMENTS OF AERONAUTICS,** by Pope and Otis; World Book Co.

**AIRCRAFT MECHANICS,** by Walling and Hill; The Macmillan Co. of Canada.

**BEFORE YOU FLY—THE ESSENTIALS OF AERONAUTICS;** Henry Holt & Co.

#### **Guidance:**

**APPRAISING GUIDANCE IN SECONDARY SCHOOLS,** by Kefauver and Hand; The Macmillan Co. of Canada.

**PERSONNEL WORK IN HIGH SCHOOL,** by Germane & Germane; Silver Burdett Co. (W. J. Gage & Co.)

#### **Music:**

**SWEET SINGING IN THE CHOIR** A Handbook of Choral Technique, by Staton; Clarke, Irwin & Co. Ltd.

#### **II. The Intermediate School**

##### **Social Studies:**

**THE PICTURE GALLERY OF CANADIAN HISTORY,** by C. W. Jefferys; The Ryerson Press.

##### **Music:**

**SONGS OF FREEDOM,** by Davison, Davis & Kempf; Houghton Mifflin Co.

##### **Reading:**

**TWELVE BRIGHT TRUMPETS,** by Leighton; Houghton Mifflin Co.

**CUE FOR TREASON—A Tale of Shakespearian England,** by Geoffrey Trease; Copp Clark Co.

**THE FORGING OF THE PIKES—A Romance of the Rebellion in Upper Canada,** by Anison North; Copp Clark Co.

**JEAN VAL JEAN,** by Solomon Cleaver; Clarke, Irwin & Co. Ltd.

**FLYING COLOURS,** by Sir Charles Roberts; The Ryerson Press. This is an anthology of Canadian patriotic verse.

#### **III The Elementary School**

##### **Social Studies:**

**OUR STORY OF TRAVEL AND TRANSPORT,** by Scott and Bishop; The Ryerson Press. This is a fine production by two members of the Calgary Normal School staff.

**NEW WORLD HORIZONS,** by John Gough; J. M. Dent & Sons.

**PEOPLES OF OTHER LANDS,** by Bodley; Thomas Nelson & Sons.

**THIS USEFUL WORLD,** by Sears et al; Scott, Foresman & Co. (W. J. Gage & Co.)

**SOCIAL STUDY SILENT READER,** Book 3, by Martin; Copp Clark Co. This little book is designed to develop the reading ability of pupils in Social Studies.

##### **Health Education:**

**YOUR HEALTH AND SAFETY,** by Andress et al; Ginn & Co.

##### **Special Helps for Teachers**

**THE MODERN ELEMENTARY SCHOOL,** by Dr. Alexander B. Currie; The Ryerson Press. A very useful little book by a former Alberta Inspector of High Schools, who is now Assistant Professor of Education at McGill University.

**THEORY AND PRACTICE IN THE ELEMENTARY SCHOOL,** by Saucier; The Macmillan Co. of Canada.

**DEVELOPMENT AND LEARNING: THE PSYCHOLOGY OF CHILDHOOD AND YOUTH IN A DEMOCRATIC SOCIETY,** by Bruce and Freeman; Houghton Mifflin Co. An up-to-date book on the psychology of learning.

##### **Reading in the Elementary and Intermediate Grades**

The Laidlaw Basic Readers, Books 1 to 6, together with Primer and Pre-Primer, (Clarke, Irwin & Co.) are a very fine series of readers built on scientific lines for the improvement of reading in elementary and intermediate grades. This series would be a useful addition to classroom libraries in schools where there is need of new reading material that has been carefully graded.

# Local News

## TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

### To Make A.T.A. Meetings Interesting Suggestions By Wm. W. McK. Parker, Three Hills

1. Make the business meeting short.
2. Have a hostess and prepare for light refreshment.
3. Be friendly, be useful, be there!
4. Hold discussions on school subjects, current events or otherwise.
5. Have a game period before or after.
6. Show Art or Arts and Crafts exhibits.
7. Hold a treasure hunt.
8. Make some craft work together.
9. Make up continued stories, each meeting one being added by different members.
10. At roll call, let each one tell a joke or tell of his or her funniest or most enviating experience.
11. Hold a checker tournament.
12. Pop popcorn, relax, smile.
13. Re-enjoy the inspector's visit.
14. Never waste time nor let a meeting drag; do things, you'll feel better next day.
15. Hold a musical, a dialogue, a singing, a short programme.
16. Have pictures or movies.
17. Have a fish-pond.
18. Visit, and try not to believe you know it all, for there is much still to learn.
19. Respect the organization which has worked for 25 years to make teaching in Alberta a profession.
20. Start on time.

### ALIX

The second meeting of the Alix-Mirror Sub-local was held at the Alix school on December 2nd, with 14 members present. Programme was as follows: "Primary Devices", by Miss E. Forbes; "Integrated Program", by Miss V. Williams; discussion of questions led by Mr. R. Bailey. Following the adjournment of the meeting a delicious lunch was served by Mrs. Dick and the Alix staff.

### ATHABASCA

The executive of the Athabasca Local met in Colinton on Saturday, November 28th. Mr. B. E. Walker presided. Various topics were discussed including a Sports Meet, the purchasing of gramophone records, a teachers' library, musical festival, and ways and means of collecting the monthly fee in aid of the Vegreville teachers' strike.

Arrangements are being made for a musical festival to be held sometime in the early part of June. Mr. Hodgson, the divisional superintendent, and Mr. Walker will plan the programme, in conjunction with other teachers.

### BARRHEAD

The main discussion of the December 6th Sub-local business meeting was the Central Library Plan which had been suggested at the November meeting. It was decided that more value would be derived from a greater number of reference books than from the free reading type of material which might be included in such a scheme. Several teachers voiced their opinions regarding their treatment of the Social Studies Programme of the Intermediate School. After lunch, Mr. Ritchie, Principal of the Barrhead School, showed a few interesting films to close an enjoyable afternoon. The next meeting will be held on January 16th, instead of January 9th. The teachers will please take note of this change. Mr. L. W. Kuneilus will be present, and further Library Plan organization will be carried on at that time. Another interesting feature on the programme is a rhythm band demonstration by Miss T. Radke, who teaches the Primary Room in Barrhead.

### BON ACCORD-GIBBONS

The December meeting of the Bon-Accord-Gibbons Sub-local was held in Gibbons at the home of Mr. and Mrs. Gibbons. Mr. J. Sherbanuk read a report of the executive meeting and the discussion of the evening centred around this report. A motion was passed that the present regional convention be continued but that more time be allowed for discussion periods relating to local problems and that a system be devised whereby attendance at the meetings will be compulsory. No decision was reached concerning the Division II Social Studies Enterprise suggested by Mr. Freehill; discussion being tabled until more definite information should be received from the executive. At the close of the meeting lunch was served by Miss Reynolds and the hostess. The next meeting will be held at the home of Mr. and Mrs. Hugh Allen in Bon Accord on January 8th.

### COALDALE

The Coaldale Sub-local met in Coaldale on Wednesday, November 11th, with 22 members and two guests present. The topic discussed was the Salary Schedule. Crystal Lake served a delicious lunch. The Sub-local met again in Coaldale on Wednesday, December 8th. The new proposed salary agreement was discussed and all questions answered. A very interesting talk was given by Miss Beale McCully concerning her recent trip to Eastern Canada where she was employed for a time in War Work. Lunch was served by the Coaldale staff.

### COLINTON-PERRYVALE

The last meeting before Christmas of the Colinton-Perryvale Sub-local was held on Saturday, November 28th in the Colinton School. Miss Scott had tabulated the results from schools which had already given the Sangren-Woody Reading Tests. Mr. Hodgson, Superintendent of the Athabasca Division, illustrated ways of determining certain reading defects and spoke on ways of overcoming these defects. He also distributed several books with suggestive ideas and material suitable for use in eliminating such deficiencies. At the close of the meeting lunch was served by Miss J. Bissell, Miss E. Hopps and Mrs. Raey.

### CROW'S NEST PASS

The regular monthly meeting of the C.N.P. Local was held at Blairmore on November

25th. Mr. H. Allen, Coleman, presided. Reports were presented relating to War Savings Stamps to be sold in the schools. The "educational discussion period" was under the chairmanship of Miss Helen Dibbles. A lively discussion of class-room problems prepared by the lady teachers, took place. Topics included: 1. Organization of divisions in preference to grades. 2. Modernising class-room equipment. 3. When should formal lessons be taught? 4. The use of Diagnostic Readers in English. 5. How should enterprises be ended, or how do we know when to begin a new one? 6. Supervision of study periods. 7. Bible reading in the class-room. 8. How do we know when to teach formal lessons in English? A hearty vote of thanks was given to the ladies for their contribution to our programme. Refreshments were served by members of the Blairmore Sub-local.

#### CYPRESS-TILLEY EAST

A meeting of the Cypress and Tilley East Sub-locals was held at 548 11th Street in Medicine Hat on December 5th. At this meeting the revision of the present salary schedule was discussed and the entire committee was appointed a salary committee. A negotiating committee was elected, members of which are Mr. Eric Ansley, Misses Alice Poohkay and Stella Mack. Mr. Ansley is to negotiate the claims of those teachers who are at the present time unsatisfied with their salaries, at the divisional board meeting this month. Regarding the collecting of One Dollar for Vegreville teachers, a notice will be sent to all teachers asking their approval to deduct this money from their cheques. A delightful lunch was served by Miss Mack at the close of the meeting. All teachers of the Cypress and Tilley East Divisions will please attend these meetings.

#### DAPP-JARVIE

The next meeting of the Dapp-Jarvie Sub-local will be held at Fawcett, Friday evening, January 15th, 1943. Teachers are asked to bring any reading, mathematics, or other general test material they may have. A discussion of the use of such material will be held. All teachers of the Sub-local are invited to attend.

#### DERWENT

The Derwent Sub-local held its December meeting in Rurik School on the 11th. Our guest, Mr. Teresio, presented an interesting talk regarding the delegation of the Two Hills Local Board and the members of the Two Hills executive to the Department of Education, concerning the new salary schedule. Vigorous discussion followed. Other items discussed included the Community Project, the progress of the War Savings Drive and the Monthly Newsletter. A programme was outlined for the next meeting, which will be held in Derwent on January 28th. Following adjournment lunch was served by Miss Lorna Stogre.

#### EDSON

The Edson Local held a meeting on November 30th. The main item of business was the discussion of the situation of the teachers in the Vegreville Division. The dollar fee agreed upon at Convention was collected and the Local as a whole expressed its support of the action of the Vegreville teachers. There was also a short discussion on the re-organization of Conventions and the teachers were left to ponder over the idea of the Institute.

#### EGREMONT

The third meeting of the Egremont Sub-local was held on November 25th at the home of Mr. and Mrs. T. Hrapko. Among topics discussed were: the Vegreville teachers' strike, and local or smaller conventions. Our Councillor, Mr. Murray, gave us an interesting report of activities at the last meeting of our Local. It was decided that the next Sub-local meeting would be held on December 17. A delicious lunch was served by the hostess.

#### ELNORA-HUXLEY

The Elnora-Huxley Sub-local had its organization meeting for this year on November 21st, at the Elnora School. Officers were elected as follows: President, Mr. Saruk; Secretary-Treasurer and Press Correspondent, Miss Carol Proudfoot; Vice-President and Councillor, Mr. Jack Murray; Salary Negotiating Committee Representative, Mr. Randolph MacKinnon.

#### EVANSBURG-WILDWOOD

A second meeting for the month was called at the residence of the Evansburg teachers on November 28th. After the usual appointments to office had been made, the main topic for discussion was brought up. The teachers present were unanimously in favor of supporting the Vegreville strike. It was hoped that all teachers would support it and remember to make their contribution in plenty of time. It was felt that it should be a real obligation on every one of us. The meeting in January is to be held in Wildwood, when teachers are asked to bring material for Science tests for grades 7, 8, and 9. These will be discussed and compiled for use. The motion for adjournment came at 4:30, and was followed by refreshments. The following officers were appointed for the year: President, R. Stonehocker; Vice-President, Mrs. V. Platt; Secretary, Mrs. S. Hellekson; Press Correspondent, G. Konigson; Social Convener, Miss Nay.

#### FAIRVIEW

The Fairview Sub-local at its regular meeting at the home of Mrs. E. Kelsey on Saturday, December 5th, went on record as approving the stand of other Sub-locals in paying \$1.00 per member per month to the teachers of the Vegreville Division for the duration of the strike. Entertainment convener, Miss Frances Reuther conducted an interesting quiz contest, won by E. E. Oliver. The next meeting will be at the home of Mr. C. Masur on Saturday, January 9th.

#### FAUST-KINUSO

The December meeting of the Faust-Kinuso Sub-local was held in Kinuso on Saturday, December 12th, with nearly all members present, and one visiting teacher from Manitoba. Discussions centred on (a) Vegreville teachers' strike. Contributions of \$1.00 were collected and mailed. (b) Calculation of Income Taxes. Mrs. Hadley, with 40 pupils at the school, held open house for Reading in different classes, discussions of work done, workbooks, handicraft, etc. A demonstration in Folk Dancing and Tap Dancing was then given. Dances included Irish Lilt, Irish Jig, Highland Schottisch, Sailor's Hornpipe and Waltz Tap. Later, lunch at the teacherage with Mrs. Hadley as hostess was much enjoyed.

#### FORESTBURG

Twelve teachers met at the Forestburg School, on Saturday, December 5th, for the

third meeting of the Forestburg Sub-local. A copy of a letter from the Central Executive was read outlining the development in the Vegreville Division and suggesting ways of collecting the financial assistance promised by almost 100% of the teachers of the province. The matter will be acted upon by our Local Executive at their next meeting. Other matters of vital interest to the teaching profession were discussed and regret was expressed by many that a larger number of teachers does not take a more active interest in the well being of our profession. Mr. Warren, our inspector, gave a most interesting and helpful address dealing with observations he had made concerning the teaching of various subjects in the schools he had visited. His remarks were clear-cut and to the point, and were much appreciated by those present. Our president, Mr. Birdsall, fittingly expressed our thanks and hoped that we would have the pleasure of further helpful addresses from Inspector Warren. The next meeting is to be at Hastings Coulee on Saturday, January 9th. Two of our local business men, Messrs. Riley and Patterson, are to be invited to our next meeting to discuss some current problem of their own choosing.

#### GLENDON

Glendon Sub-local met in the High School room on December 5th. The main discussion of the meeting concerned the salary schedules. The Bonnyville Divisional Board has proposed one to the teachers. A letter containing our revisions of it and suggestions will be sent to the A.T.A. Local at Bonnyville.

#### GRASSWOLD

The meeting of the Grasswold Sub-local was held on November 24th. Owing to bad weather many teachers were unable to attend so no business was transacted.

#### HOLDEN

The second meeting of the Holden Sub-local was held at the school on October 28th with 8 members present. A detailed discussion on the Christmas Concert took place. Mr. Brushett's report on the last Executive Meeting included the following topics. 1. The Festival for the coming year. 2. Circulation of the travelling library boxes. 3. Mileage paid to executive representatives. 4. Plan of the Salary Schedule Committee. The next meeting will be held in January at the Holden School.

The Holden Local executive met in November in the Divisional office in Holden. Eight members were present and Mr. Hardy presided. Festival matters were dealt with first. It was thought that, due to shortage of gas and difficulty of transportation, Festivals as they have been would have to be given up for the duration of the war. A plan was proposed whereby the programmes would be used to put on concerts in the spring with a number of schools grouped for each concert. Problems of the circulating library were discussed. The executive was asked to check with teachers on plans for getting books from one school to another. It was decided to hold executive meetings for matters of importance only, other matters to be dealt with by the President and Secretary. The rate of payment for cars used was raised from five to seven cents. A good deal of time was taken up with a discussion of Salary Schedule matters.

#### ISLAY-KITSCOTY

The third meeting of our Sub-local was held on Wednesday evening, December 2nd, at eight o'clock in the Intermediate room in Kitscoty. A motion was passed to ask the local trustee member to continue, and was unanimously supported. An interesting discussion was had under the supervision of Miss Lillian Leversedge who was chairman of a committee on "Post-war Reconstruction." Summaries of different plans were prepared by Miss Leversedge as a basis on which to start the discussion. These were taken from the Dean of Canterbury's works, from Frontiers of Democracy and from The Common Sense of War and Peace by H. G. Wells. The part of the school in the "world after the war" was brought out, and everyone had something to offer. It was decided that people from outside districts should be invited to the next meeting to discuss together the topic "The Good Life". Certainly this should prove an interesting and rather controversial subject. Let's all try to be there! The next meeting is on January 13th, in the High School.

#### KIMIWAN

A re-organization meeting of the Kimiwan Sub-local was held in Falher on October 23rd. The following officers were elected: President, Sr. Therese d'Avila; Vice-President, Sr. Denise Helene; Sec.-Treas., Miss T. Dandurand; Councillor, Mrs. L. Chalfoux. Plans for future meetings were discussed. It was decided that meetings would be held at these schools in the following order of rotation. (1) Falher (2) Donnelly (3) McLennan (4) Girouxville. Time of meetings: second Saturday of each month at 2 p.m.

The second meeting was held in Donnelly on November 14th. A very interesting talk on Activity Work in Division II was given by Sr. Charles Albert. We visited Sister's class-room and gleaned many useful hints.

The third meeting was held in McLennan Separate School on November 21st. Attendance was good. The question of helping to support the Vegreville teachers was discussed and a resolution was passed to the effect that teachers of our Sub-local are 100% behind those teachers who are fighting for our rights. Sr. M. of St. Agnes, gave a very stimulating talk on "Helping to Develop Initiative in Our Pupils". She pointed out that some of our children are sadly lacking in this respect and that it is the duty of the teacher to help them to acquire self-reliance. Last but not least was Sr. Jeanne Louise's talk on "The Problem Child". The next meeting will be in Girouxville on the second Tuesday in February.

#### LACOMBE RURAL

An institute under the direction of Superintendent L. A. Thurber and an organization meeting attended by town and rural teachers from the Lacombe area were held at Lacombe on November 27th at 2:30 o'clock. It was resolved to organize the Lacombe Rural Sub-local and the following slate of officers was elected for the forthcoming year: President, Mr. A. Keutbach, Chigwell; Vice-President, Mrs. Crone, Blackfalds; Sec.-Treas., Miss Janet Filipkowski, Clive. Mr. Thurber opened the discussion by an informal evaluation of recently published school library reference books. This was followed by a discussion of teaching problems. Review of a book written by Dr. Currie wherein the enterprise method is critically evaluated will be made at the next meeting to be held in Lacombe on Friday afternoon, January 15th at 2:30 o'clock in

the Lacombe school. Members are asked to make note of teaching problems and procedures they wish discussed at future meetings and to forward these to the secretary if possible. Tea will be served.

#### MUNDARE

The second meeting of the Mundare Sub-local was held at the Mundare School on Friday, November 18th, with Mr Alec Winiaraki, President; Miss Gwen Polomark, Vice-president and Mr. Paul Hewko, Secretary, as the officers for the coming year. Matters discussed were: the charge for fuel and rent in rural schools, the approval of the Vegreville strike and the method of electing officials of Locals.

#### PICARDVILLE-BUSBY

Six teachers of the Picardville-Busby Sub-local met on November 5th at the home of Mr. and Mrs. Hunter in Busby. The Intelligence Tests which had just been bought through the A.T.A. were discussed and distributed. It was decided to make December 1st the test day for all the schools in the Sub-local, and then at the next meeting on December 10th in Picardville a discussion on the results of the test will take place. The latter part of the evening was spent in reading and discussing a chapter on Child Psychology. A continuation of this study will be carried on next month.

#### PONOKA NORTH

The Ponoka North Sub-local held its organization meeting in the Ponoka School on September 17th, when the following officers were elected: President, Mr. Bazant; Vice-President, Miss J. Riley; Secretary-Treasurer, Mrs. Tullock. Twelve of the sixteen teachers included in the Sub-local were present. A resolution was passed desiring the board to extend the length of the morning session from 8:20 p.m. to 1:00 p.m. It was agreed that the next meeting would be held to demonstrate the projector and that all teachers who desire its use should attend and become familiar with its operation. Superintendent Ross was present at this meeting and conducted an instructive discussion on integration, correlation and relevant topics. All meetings in the future are to be held on the first Saturday of the month.

#### RED DEER

The meeting was held Friday afternoon at the City Library with 10 members in attendance. Mr. Bowles of Balmoral School was re-elected president of the group. After the election of a secretary, press correspondent, and programme committee, we handed out "Vegreville" dollars to the secretary. A short discussion was held on the programme for the year, everyone desiring something practical.

#### RIMBEY

The regular meeting of the Rimbey Sub-local was held in the Bluffton School on Saturday, November 14th. Due to the bad condition of the roads there was poor attendance. Following the business, Mr. Gimby gave a very interesting and useful talk on "Social Studies". A lively discussion followed which was very beneficial to all present. The lunch committee was not present but Mrs. Morris served a dainty, tasty lunch. The next meeting will be held in Rimbey. The topic of "Music" will be handled by Mrs. Kennedy. All teachers interested please attend.

#### RIMBEY

The regular meeting of the Rimbey Sub-local was held on Saturday, December 12th in the Rimbey High School. Mrs. D. H. Kennedy gave us a very inspirational talk on music. With the assistance of five pupils she demonstrated different kinds of lessons and how they should be presented. A short business meeting followed. Then lunch was served by Miss Hall and Miss Margaret Rimbey. The next meeting will be held in Bluffton School and the topic "Schoolroom Helps" will be presented by Miss A. Coutts and Miss L. Donnelly. If there is not a good attendance all following meetings will be held in Rimbey.

#### ROCKY MOUNTAIN

Discussion of a salary schedule for the Rocky Mountain School Division No. 15 for presentation to the board occupied teachers of the Local at a general meeting held on Saturday, December 5th, at Rocky Mountain House. The schedule was drawn up on a five-year basis and was presented to the board at their December meeting, and accepted. It involves a basic minimum of \$840 for the first year with increment of \$20 the second year, and \$40 for each successive year; \$15 added for past experience beginning with the second year, rising to a maximum of \$1040. A junior certificate in use will receive \$25 extra; a senior certificate, \$50, with a maximum of \$50. Basic minimum for graded school teachers will be \$375. Through co-operation of the divisional board and the Local, a reference library for teachers' use has been secured, and will go into immediate circulation. A general meeting of the Local will be held at Eckville on Saturday, January 16th.

#### ROSEMARY-BASSANO-GEM

The November meeting of the Rosemary-Bassano-Gem Sub-local was held at the Gem School on the 11th. It was decided that for the mutual benefit of all the teachers in the Sub-local, inter-school visiting would be introduced in the new year beginning at Rosemary. A discussion followed on salary problems in our particular Division and plans for future negotiations were laid out. A book review was given on "Teaching Singing in the Schools" written by Walter Carroll, and the meeting adjourned.

#### SANGUDO-ROCHFORD

A meeting of the Sangudo-Rochford Sub-local was held in the Sangudo Junior Room on December 12th at 2 p.m. The Vegreville strike was discussed. Blanche Long then gave a report on an enterprise which her pupils had recently completed. An interesting discussion followed. At the close of the meeting lunch was served by Misses Emma Hendrickson and Blanche Long.

#### STETTLER

At an executive meeting held in Stettler it was resolved that the Local executive be empowered to circularize the teachers of the Stettler Division with regard to the One Dollar levy for the Vegreville teachers' strike. It was decided that a list of those who pay and those who do not pay be sent to the general secretary. It is hoped that this effort will be supported by the teachers, and that their co-operation will be shown by their financial support.

#### STONY PLAIN

The Stony Plain Local Executive held its first meeting in the A.T.A. Chambers on



November 21st with Mr. H. Anderson, (President) Mr. Skaret (Seba Councillor) Mrs. Parker Nordon (Spruce Grove-Stony Plain Councillor) Miss M. Fleming (Winterburn Councillor) and Miss T. Lecheit (Press Correspondent) in attendance. Miss H. Martin was elected Secretary-Treasurer, succeeding Mrs. Wellar who resigned due to illness. Business dealt with (1) Means of collecting fees from teachers to cover the cost of the strike. (2) A lengthy resolution re statement made by the Registrar of the University of Alberta. (3) Music Festival. (4) An enlightening report on the Vegreville teachers' situation given by Mrs. Nordon.

## STURGEON

The new executive of Sturgeon Local met in the A.T.A. office on November 7th at 11 a.m. There were seven members present, including President S. Roberts and Secretary-Treasurer J. Sherbanuk. The time of the meetings was set from 11 a.m. to 1 p.m. The subject of the Track Meet is to be brought up at each meeting. As it is the Department of Education's wish that smaller conventions be held in the Fall, this question is to be reopened. The financial report was adopted. Mr. Bevington delivered the report of the Salary Negotiating Committee. It was decided unanimously to accede to Mr. Meaden's request that, owing to the work involved, the increased payment on the Sturgeon teachers' salaries be made in a lump sum on the January cheque. The Committee met the Sturgeon Board on November 17th. The Newsletter is to be continued with S. Roberts as editor and F. Walker as typist. All Councillors and the Secretary are to be sub-editors. The Newsletter is to be issued as often as circumstances require. It was decided, after a discussion, that a book of suggestions on the Activity Programme in Division II be devised. The project is to be crystallized by Mr. M. Freshill after it has been discussed in the Sub-locals and information has been obtained from the Department of Education. Mr. Roberts is to call the next meeting.

## THREE HILLS-TROCHU

The Three Hills-Trochu Sub-local met in the Three Hills High School on Thursday evening, December 3rd with Mr. R. G. Cogdon presiding. After disposal of business of importance the teachers laughed at some pioneer slides made and shown by Mr. Wm. W. Parker, shop instructor. The members were invited by the Home Economics instructor, Miss I. Humberstone, to partake of a tasty lunch supplied by the Three Hills teachers.

## TOMAHAWK

The Tomahawk Sub-local held its monthly meeting on December 5th in the Tomahawk High School with the Vice-President, Miss Ruby Dekene, presiding. After a current events test given by Miss Krause, it was decided that the January 9th roll call be answered with how to teach current events. Following this a report along the lines of Post-war Reconstruction will be presented. Finally a very enjoyable lunch was served by Misses Miller and Dekene.

## TWIN VALLEY

The Twin Valley Sub-local held their meeting in the Herald Board Rooms at 1:30 p.m. on December 5th. Officers for the coming year were elected. President, Mr. Wright; Vice-President, Mrs. Stevenson; Secretary, Miss R. Godwin; Councillor, Mr.

Wright; Press Correspondent, Miss A. Patton. The Salary Schedule was outlined and topics for future meetings were discussed.

## TWO HILLS

The Two Hills Sub-local held its regular monthly meeting on December 19th. Mr. N. Pookkay, the Local president, outlined clearly the proposals of the Local executive concerning the re-organization of the salary schedule. He also reported the failure of the joint A.T.A. Local-and-Trustee delegation to obtain any grant from the Minister of Education to help the Divisional Board raise the teachers' salaries. Mrs. N. Myskiw, the Secretary, reported that the sum of Twenty Nine Dollars was collected for the Vegreville teachers. It was decided to continue financial support for the striking teachers until the settlement is reached. The next meeting will be held on January 16th.

## VIKING

The regular monthly meeting of the Viking Sub-local was held in the Viking High School on Saturday, December 12th, at 2:30 p.m. Mr. H. Ross, presided. There was a record attendance of teachers. After the usual business was disposed of, the president called on Superintendent J. H. McLean, who gave us a most interesting talk on "Development of Personality in the Child". This led to a lively round table discussion which proved very helpful and brought forth a variety of ideas. At the close of the meeting a delicious lunch was served in the Home Economics room by Mrs. Piasia, Miss Berild and Miss Rosen. The next meeting will be held on January 9th.

## VILNA

The third and fourth meetings of the Vilna Sub-local were held on November 7th and December 12th, under the chairmanship of Mr. William Flewrych. The items of business were Musical Festival, Motion Picture Circuit, Study Group, Music Appreciation Records, and reports on the Local Executive meeting and Salary Negotiations. At the last meeting the sum of \$32.00 was collected towards the Vegreville Strike Fund.

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